C
M693nwN
1910/11

NORMAL BULLETIN

1910—1911

State Normal School
WARRENSBURG, MO.

ENTRANCE TO MAIN BUILDING.

VOL. XI JULY, 1910 NUMBER 1

Bulletin and Fortieth

ANNUAL CATALOGUE

OF THE

State Normal School

(Second District of Missouri)

AND

ANNOUNCEMENTS

FOR 1910-1911

Established by an Act of the General Assembly 1871
Organized May 10, 1871

PUBLISHED BY THE STATE NORMAL SCHOOL
ISSUED QUARTERLY

Entered at the Post Office in Warrensburg, Missouri, as Second-Class Mail Matter

CALENDAR

FOR

1910—1911

1910	*Sun*	*Mon*	*Tues*	*Wed*	*Thu*	*Fri*	*Sat*
July						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
	31	..	..	..	..		..
August	..	1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	..	..	..
	.	..	..	..	..	..	..
September	..	..	..	..	1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	.
	.	..	..	..	..	..	..
October	.	..	..	..	..	..	1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31	..	..	..	..	.
November	..	.	1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	..	..	.
	..	..	..	..	..	..	..
December	..	.	..	..	1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
	..	..	..		..	..	..

1910	*Sun*	*Mon*	*Tues*	*Wed*	*Thu*	*Fri*	*Sat*
January	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31	..	..	..	..
February	..	..	.	..	..	..	..
	..	..		1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	..	.	..	..
March	..	..	..	..	..	..	..
	..		..	1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	..
April	..	..	..	..	.	..	..
	..	..	..	..	..	.	1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	..	..	..	..	..	..
May	..	1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	.	..	..
	..	..	..	..	..	..	..
June	.	..	..	..	1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	.
	.	..	..	..	.	.	..

C
M693nwH

BOARD OF REGENTS.

Hon. Howard A. Gass, State Supt. of Public Schools,
Ex-Officio.

Term expires January, 1911:

R. S. Harvey, Esq., Eldon.

C. S. Jobes, Esq., Kansas City.

Term expires January, 1913:

Judge Allen Glenn, Harrisonville.

Judge John Montgomery, Sedalia.

Term expires January, 1915:

Dr. L. J. Schofield, Warrensburg.

Oscar C. Burch, Jefferson City.

OFFICERS OF THE BOARD:

Charles S. Jobes ..... President

Allen Glenn ..... Vice-President

L. J. Schofield ..... Secretary

E. N. Johnson ..... Treasurer

NORMAL CALENDAR.

FALL QUARTER begins.....Monday, Sept. 12, 1910
FALL QUARTER ends.....Friday, Dec. 2, 1910
WINTER QUARTER begins.....Monday, Dec. 5, 1910
WINTER QUARTER ends.....Friday, March 3, 1911
SPRING QUARTER begins.....Monday, March 6, 1911
SPRING QUARTER ends.....Thursday, May 25, 1911
SUMMER SCHOOL begins.....Tuesday, May 30, 1911

HOLIDAYS.

THANKSGIVING RECESS.....Nov. 24 and 25, 1910
CHRISTMAS VACATION.....Dec. 22, 1910 to Jan. 3, 1911

NORMAL DISTRICT EVENTS.

INTER-HIGH SCHOOL DECLAMATORY CONTEST, April 28, 1911
INTER-HIGH SCHOOL LATIN CONTEST.....April 29, 1911
INTER-HIGH SCHOOL TRACK AND FIELD MEET, Apr. 29, 1911

COMMENCEMENT EXERCISES.

ANNUAL SERMON.....Sunday, May 21, 1911
CLASS DAY EXERCISES.....Wednesday, May 24, 1911
ANNUAL ADDRESS.....Wednesday, May 24, 1911
GRADUATING EXERCISES.....Thursday, May 25, 1911
ANNUAL ALUMNI REUNION .....Thursday, May 25, 1911

FACULTY.

WILLIAM J. HAWKINS, PH.B., LL.D.....*President*

Ph.B., LL.D., Missouri Valley College; 1880 to 1883 President Ozark College, Greenfield, Mo.; 1883-1897 Superintendent Schools, Nevada, Mo.; 1897-1900, Principal in Public Schools, Kansas City, Mo.; 1900-1906 Principal in Public Schools, St. Louis, Mo.; May 25th, 1906, elected to present position.

FRANCIS M. WALTERS, A.M.....*Professor of Chemistry and Physiology.*

A.B., Indiana University, 1887; Principal Monticello, Indiana, High School, 1887; Instructor in Science, LaPorte, Indiana, High School, 1888-1892; A.M., Indiana University, 1891; Professor in Physical Science, Warrensburg State Normal School, 1892-1900; graduate work University of Chicago, 1900-1901; Professor in Physical Science and Physiology, 1901-1903; in present position since 1903.

JAMES H. SCARBOROUGH, PH.D.....*Professor of Mathematics*

A.B., Trinity College, North Carolina, 1887; M.A., ibid., 1889; Fellow in Mathematics, Vanderbilt University, 1890-1891; Professor of Mathematics, Pacific Methodist College, 1891-1893; Assistant in Mathematics, Vanderbilt University, 1893-1894; M.S., Vanderbilt University, 1894; Professor of Mathematics and Physics, Kirksville State Normal, 1894-1899; student Chicago University, Summers 1894 and 1897; Fellow in Mathematics and Astronomy, Vanderbilt University, 1905-1906; Ph.D., Vanderbilt University, 1908; member of American Mathematical Society; member of Circolo Matematico di Palermo (Italy); elected to present position, 1899.

H. D. DEMAND, A.M.....*Professor of History*

A.B., A.M., Central Wesleyan College; graduate student in History in Chicago University, Summer of 1900; Conductor and Instructor in County Institutes; School Commissioner Lafayette County, Missouri; Superintendent Public Schools, Lexington, Missouri, 1886-1900; elected to present position, 1900.

S. A. HOOVER, A.M.....*Professor of Geography and Agriculture*

Fitted for college in Orion Academy, Illinois; Iowa College three years; two years' study of Medicine, Springfield, Iowa; three years' study of Latin and

Greek with Dr. Hunter, of Bucknell University; graduated in the Teachers' Course in Northern Indiana Normal; A.B. in Southwest Baptist College; A.M., Christian University; work in University of Nebraska, in Harvard and in University of Goettingen; Superintendent Bolivar School nine years; President of the Female Orphan College at Camden Point two years; Professor of Natural Science and Lecturer on Medical Chemistry in Cotner University, Lincoln, Nebraska, two years; Professor of Biology and Chemistry, Springfield Normal, four years; elected to present position in 1901.

LAURA B. YEATER, A.M.....*Professor of Latin*

A.B., A. M., Wellesley College, 1900; teacher in History and Latin, High School, Rapid City, South Dakota, 1890-1894; student at University of Chicago, Summer 1894; Teacher of Ancient History and Greek, High School, Sedalia, Missouri, 1894-1896; student at Wellesley College, 1896-1900; Assistant in English Department, Warrensburg State Normal, 1900-1901; elected to present position in 1901.

FREDERICK ABBOTT..*Professor Dramatic Expression and Speech Arts*

Private pupil of F. Townsend Southwick, Principal of the New York School of Expression; student Columbia University Summer School; taught private classes and under direction London Entertainment and New South Bureaus, 1890-1899; Director Department of Expression and Vocal Music, State Normal School, Alva, Oklahoma, 1899-1902; maintained private student in Cargnegie Hall; Instructor in Elocution, Young Men's Hebrew Association and Twenty-third Street Branch Y. M. C. A.; Lecturer Board of Education Lectures to the People, New York City; Special Instructor in Elocution and Oratory, Wesleyan University, 1903-1905; in present position since 1905; member of New York Teachers of Oratory; member of National Speech Arts Association.

CLOYD N. MCALLISTER, PH.D.....*Professor of Psychology*

A.B., Yale University, 1892; Instructor of Mathematics, St. Joseph, Mo., High School, 1892-1897; graduate student Yale, 1897-1900; Ph.D., Yale, 1900; Assistant in Yale Psychological Laboratory, 1900-1903; Lecturer in Experimental Pedagogy, Yale, 1902-1906; Instructor in Psychology, Yale, 1903-1906; member of American Philosophical Association, American Psychological Association, and Fellow in American Association for the Advancement of Science; elected to present position June, 1906.

C. A. PHILLIPS, M.S., A.M.....*Professor of the History and Philosophy of Education.*

M.S., Odessa College, 1892; Principal Dover Public Schools, 1893-1896; Principal Odessa Public Schools,

1897-1898; graduate student, University of Chicago, 1898-1899; Summer 1902; graduate student Harvard University Summer 1903; Superintendent Lexington Public Schools, 1900-1906; County Commissioner and Member Board of Education in Lafayette County 1897-1906; graduate student University of Chicago, Summer 1906; Fellow in Education, University of Chicago, 1909-10; A.M., University of Chicago, 1910; elected to present position, 1906.

WILSON C. MORRIS, PH.D.....*Professor of Physics*

Completed the four-year scientific course at the First Pennsylvania State Normal School; 1900-'01, Mount Union College, Ph.B.; 1902-'05, Illinois Wesleyan University, Ph.D.; 1905-'06, Chicago University; 1908-'09, Cambridge (England) University with Sir J. J. Thomson; elected to present position August, 1906.

MAUDE WILLIAMS, A.B., B.S.....*Professor of French and German*

A.B., B.S., in Education, University of Missouri, 1906; Professor of French and Assistant in English, Warrensburg State Normal School, 1906-1909; elected to present position in 1909.

VINCIL C. COULTER, A.M.....*Professor of English*

Ph.B., La Grange College; A.B., William Jewell College; A.M., Brown University; graduate student in English, University of Chicago, 1905-1906; student University of Dijon, Summer of 1907; Instructor in English and History, Macon High School, Missouri, 1899-1901; Instructor in English, William Jewell College, 1901-1904; Head of Department of English, Joilet Township High School, Illinois, 1906-1907; in present position since December, 1907.

BENNETT M. STIGALL, A.M.....*Professor of Biology and Nature Study.*

Graduate Warrensburg State Normal School, 1898; A.B., University of Kansas, 1901 (Phi Beta Kappa and Sigma Xi); A.M., University of Kansas, 1905; student of Biology, Cornell University, Summer 1908; Instructor in Department of Biology, Manual Training High School, Kansas City, Mo., 1901-1903; Director of same department, 1903-1908; in charge of work in Agriculture and Physiography in Warrensburg State Normal School, Summer 1903; in charge of work in science, Denver, Colo., Normal School, Summer 1905; in charge of work in science in Maryville, Mo., State Normal School, Summer 1906; elected to present position, 1908.

GEORGE R. CRISSMAN, A.B.....*Superintendent of Training School*

Graduate of Kansas State Normal School, English Course, 1893; Latin Course, 1896; A.B., University of Kansas, 1898; Superintendent of City Schools, Minneapolis, Kansas, 1898-1901; Superintendent City Schools, Salina, Kansas, 1901-1907; Special Student

Harvard University, Summer Term, 1905; Professor of American History and International Law, University of Kansas (Prof. Hodder's leave of absence), 1907; Graduate Work in University of Chicago, 1908; elected to present position, June, 1909.

WALTER E. MORROW, PD.M......*Professor of Economics*

B.S.D., Pd.M., Warrensburg State Normal; special student in Missouri State University, Summers 1902, 1907, 1909; Principal Arrow Rock, Mo., 1890-1891; Principal Glennwood School, Clay County, Mo., 1891-1892; Superintendent Odessa, Mo., 1893-1897; Principal Ward School, Warrensburg, Mo., 1898-1902; Superintendent, Warrensburg, Mo., 1902-1909; Instructor in History, Warrensburg State Normal, Summer, 1906; Supervisor Training School, State Normal, Bellingham, Wash., Summer, 1908; elected to present position, 1909.

AUGUST AHRENS.....*Director of Manual Training*

Graduate Pratt Institute, 1897; Director Manual Training and Teacher of Pedagogics, State Normal School, Millersville, Pennsylvania, 1897-1900; student Clark University Summer School of Pedagagy, 1899; Reorganizer and Supervisor Manual Training, Public Schools, Utica, New York, 1900-1902; student Education and Philosophy, Harvard University, 1902-1903; Director Manual Training, Millersville, Pennsylvania, and Director Manual Arts, Public Schools, Quincy, Illinois, 1904-1907; in charge of Department of Manual Arts, Macomb, Illinois, State Normal School, Summer 1905; student University of Illinois, Summer Session, 1906; National Civic Federation vistor to European Industrial and Technical Institutions, Fall, 1908; active member American and European Education Societies; elected to present position, June, 1907.

M. BERTHA FLETCHER, PH.B., B.S., A.M.....*Director of Domestic Science.*

Ph.B., Franklin College, 1903; teacher in Indianapolis Schools, 1899-1901 and 1903-1905; student in Columbia University, 1905-1907; B.S. and Special Diploma in Household Arts; graduate student in Columbia University, 1909-1910—A.M. and Master's Diploma; elected to present position, 1907.

APPLETON A. MASON.....*Director of Physical Training*

Graduate, Burdett College, Boston, 1900; B.P.E., Springfield College of Physical Training, Springfield, Mass., 1904; Instructor of Aquatics, Nantucket, Mass., Summers of 1904-05-06; student, Harvard University, Summer School of Physical Education, 1907; Director of Physical Training, University Preparatory School, Tonkawa, Okla., 1906-1908; in present position, September, 1908.

Elizabeth Shannon, Pd.B......*Director of Drawing*

Pd.B., Warrensburg State Normal, 1901; teacher in Primary Grades, Parkville, Mo., Public Schools, 1901-1903; Supervisor of Art and Music, Mexico, Mo., Public Schools, 1903-1907; student at Pratt Institute, 1907-1908; substitute in Drawing Department, Warrensburg State Normal, 1908-1909; in present position, 1909.

Charles C. Staehling, Ph.B...*Head of Department of Commerce*

Graduate of the Kankakee Commercial College, Kankakee, Ill., 1902; Instructor in Commerce, Kankakee Commercial College, 1903-1904; Instructor in Summer School, Danforth, Ill., 1905-1906-1907-1909; special professional work in the School of Education, University of Chicago; Ph.B., Commerce and Administration, University of Chicago, 1908; elected to Phi Beta Kappa, University of Chicago. 1908; Instructor in Commerce, University Preparatory School, Tonkawa, Okla., 1908-1909; member of the National Commercial Teachers' Federation; holder of special state certificate in commerce; elected to present position, June, 1909.

Wm. Solomon.....*Director of Music*

First professional training in London, England, Tonic Sol Fa College, 1884-1887; taught voice and chorus director in England and Iowa, 1887-1896; won many prizes as chorus director in Oskaloosa and Ottuma, Iowa, 1892-1896; Director of Music in Oskaloosa Public Schools, 1896-1905; graduated from Summer Session New School of Methods, Chicago, 1898; post-graduate, 1901; Director of Music Supervisors and Normal Department of Drake University, Des Moines, Iowa, 1905-1909; spent much time in private work with the best teachers in America, 1896-1909; elected to present position, 1909.

Mary Anne Kennedy,...*First Associate Professor of Mathematics*

Graduate Cortland, New York, State Normal; student Cornell University Summer School; student Correspondence Department, Chicago University; Assistant in Mathematics, Warrensburg State Normal, 1891-1904; student Cornell University, 1904-1905; elected to present position, 1905.

Laura L. Runyon, Ph.B., Ph.M.....*First Assistant Professor of History.*

Ph.B., Chicago University; Teacher or History, Dewey School, Chicago, 1898, 1903; Supervisor of Training School, Warrensburg State Normal, 1903-1904; graduate student Columbia University, Summer 1904; Degree Ph.M., Chicago University, 1906; in present position since 1904.

Lucy A. Ball, A.M.....*First Associate Professor of English*

A.M., graduate of Central Female College, Lexington, Missouri; post-graduate student of University of

Chicago; teacher of English in Public Schools of Kansas City, Missouri, three years, and later Professor of English in the Dillenbeck School of Oratory, Kansas City; student in Chicago University, 1906-1907; elected to present position, 1904.

FRED W. URBAN, A.B...*Second Associate Professor of Mathematics*
Graduate Kirksville Normal School, 1900; A.B., Missouri State University, 1902; graduate student Missouri State University, Summer, 1904; Superintendent King City Public Schools, 1902-1903; Principal Maryville High School, 1903-1906; present position since 1906.

H. H. BASS, B.L., M.L.....*Second Associate Professor of History*
Graduate of State Normal School of Platteville, Wisconsin; B.L., University of Wisconsin, 1902; M.S., ibid., 1903; graduate student Chicago University, Summer of 1905; Instructor in History, Rennselaer High School, Indiana, 1903-1904; Anderson High School, Indiana, 1904-1907; elected to present position, January, 1907.

C. F. MARTIN, A.M.....*Second Associate Professor of English*
A.B., William Jewell College, 1904; A.M., Brown University, 1905; student in Chicago University, 1905-1906; Teacher of English in Joliet Township High School, 1907-1908; in present position since June, 1908.

MARY A. MILLER.....*Assistant in Latin*
B.S.D., Warrensburg State Normal, 1901; Teacher of Latin and Principal of High School, Pleasant Hill, Missouri, 1901-1905; Chicago University, on leave of absence, 1907-1908; elected to present position in 1906.

S. E. DAVIS, A.M.....*Assistant in Pedagogy*
Graduate Warrensburg State Normal, B.Pd., 1905; B.S. in Education, University of Missouri, 1907; A.B., University of Missouri, 1908; A.M. in Education, University of Missouri, 1909; teacher in public schools and high schools in Missouri, 1898-1906; Instructor in History, Springfield State Normal School, Summer Session, 1906; present position, 1907.

ELIZABETH T. NICKERSON.....*Assistant in Mathematics*
Pd.B., Warrensburg Normal; graduate of Mary Institute, St. Louis, Missouri; student Harvard Summer Normal, 1893; elected to present position, 1890.

MARY O. COLEMAN.....*Assistant in English*
Pd.B., Warrensburg State Normal, 1908; student Chicago University, Spring, 1908; student in Michigan University, Summer, 1909; student in Columbia University, Summer, 1910; in present position since September, 1908.

HARRY A. PHILLIPS, B.S., A.B.....*Assistant in Physiography and Agriculture.*

Graduate Warrensburg State Normal, B.Pd., 1903; B.S., A.B., University of Missouri, 1908; special student K. S. A. C., Manhattan, Kas., Winter and Spring Terms of 1909; Principal of Hickman Mill's High School, 1903-1906; Assistant in Mathematics, Warrensburg Normal School, Summer and Fall Terms of 1908; present position, 1909.

MURRAY G. HILL, A.B., A.M.....*Assistant in English*

A.B., University of Kansas, 1904; A.M., ibid., 1907; student Harvard University, 1904-05; Professor of English Language and Literature, Ottawa University, Ottawa, Kansas, 1905-09; University Fellow in English, University of Kansas, 1909; Assistant in English, Warrensburg State Normal, 1909—

C. H. MCCLURE, B.S.....*Assistant in History*

Graduate Warrensburg State Normal, Pd.B., 1903; B.S. in Education, University of Missouri, 1909; Superintendent, Hartville, 1903-1907; Commissioner of Schools, Wright County, 1905-1907; Instructor in History, Springfield State Normal, Summer Session, 1906; Superintendent, Lawson, Mo., 1907-1908; Superintendent, Lamar, Mo., 1909-1910; elected to present position, June, 1910.

MARY B. SNODDY, PD.B.....*Assistant in Psychology*

Pd.B., Missouri State Normal, Warrensburg, 1909; elected to present position, 1909.

ESTELLE HINTON.....*Principal of Primary Department*

Diploma Columbia University, New York City; teacher Primary Grades, Springfield, Missouri, 1894-1898; student Cook County Normal School, Summer 1899; Instructor in Primary Methods, Cape Girardeau State Normal School, Summer, 1900; Columbia University, New York City, Summer Terms, 1901-1903-1904; (absent on leave, 1904-1905, at Columbia University); elected to present position, 1899.

BEULAH BRUNNER, *Principal of Grammar Department and Supervisor of Drawing.*

Graduate of St. James Academy; student Kirksville Normal two years; student Missouri University, Summers of 1898, 1904, 1906, 1907; Chicago University, Summer of 1903; Teachers' College, Colorado University, Summer of 1905; Principal Public Schools, Clarence, Mo.; Principal Public Schools, Jennings, Mo., 1901-1907; elected to present position, June, 1907.

GENEVIEVE L. LYFORD.....*Director of Kindergarten Department*

B.H.S., Oregon State Agricultural College, 1899; Gal 22A—Warrensburg *—Normal Cat Bagby5

graduate Galesburg, Ill., Kindergarten Normal, 1901; Director Private and Free Kindergarten, Moline, Ill., 1901-1902; Director Public Kindergarten, Hawarden, Ia., 1902-1904; Supervisor Public Kindergartens, Waterloo, Ia., 1904-1908; in present position since 1908.

EDITH CLAIRE DINWIDDIE....*Instructor of Physical Education for Women.*

Graduate of High School, Cedar Rapids, Ia.; two years a student in Coe College, Cedar Rapids; graduate of Normal School of Gymnastics, New Haven, Conn., May, 1908; elected to present position in June, 1908.

MABEL E. DRYER.....*Principal of High School Department Training School.*

Teacher in Hopkinsville, Ky., 1898-1900; student, College of Education, Chicago, 1900-1902; Diploma C. of E., 1902; Critic Teacher in Normal School, Honolulu, H. I., 1902-1904; Teacher of Geography, Honolulu, 1904-1905; student University of Chicago, 1905-1906; teacher in Frances W. Parker School, Chicago, 1906-1908, summer student in University of Chicago, 1908; elected to present position, 1908.

MARIE ANN TODD.....*Principal of Intermediate Department Training School.*

Washington State Normal, Cheney, Wash., 1904; Summer Quarter, University of Chicago, 1905, 1906, 1908; teacher in rural schools of Kansas, 1900-1901; teacher in Grammar Department, Asotin, Wash., 1903-1904; Training School Assistant, Washington State Normal School, 1904-1905; Supervisor of Intermediate Grades, Washington State Normal, 1905-1908; Supervisor of Grammar Grades, State Normal School, Warrensburg, Mo., 1908.

MAYME B. HARWOOD, PD.B.....*Assistant in Drawing*

Pd.B., Warrensburg State Normal, 1905; private student in Drawing, 1906; student at Pratt Institute, on leave of absence, 1907-1908; leave of absence 1909-1910, and graduate Pratt Institute, 1910; elected to present position in 1906.

HELEN RUTH FINK.....*Piano Instructor and Assistant in Public School Music.*

Student Marion College Conservatory and graduate Oberlin Conservatory of Music; Director of Public School Music, Oakes, N. D., 1908-1909; Director of Music in Public Schools, Warren, Ind., 1909-1910; elected to present position, May, 1910.

MAUDE HAWKINS.....*Assistant in Public School Music and Accompanist.*

Student of Prof. Whitmer Stevens College, at Prof.

Croeger's School of Music, St. Louis, 1905-1906, and graduate from Warrensburg Conservatory, 1907; in present position, 1909.

DAVID W. SCHLOSSER.....*Director of Band and Orchestra*

Student in Oskaloosa College three years; Director of Marine Band, Saunemin, Ill., 1897-1899, 1903-1904; Director of Shoe Factory Band, Pontiac, Ill., 1901-1902; Director of Woodman Band and Schlösser's Concert Orchestra, Pontiac, Ill., 1902-1904; Solo Cornetist of Pontiac Military Band 1904-1907, and Vaughan's Concert Orchestra, 1906; Vice President of American Federation of Musicians No. 207, 1902-1904, and President, 1904-1906; student in the Illinois Normal University Summer School, 1906; Seigel-Myers School of Music, Chicago, Ill., 1908-1909; Teacher in Public Schools of Livingston County, Ill., 1902-1907; Principal of Wing Public School, 1907-1909; Principal of Strawn High School, 1909; elected to present position in October, 1909.

MARY V. NEET.....*Dean of Women*

Student and Teacher Warrensburg Normal School, 1872-1875; Teacher and Principal Warrensburg Public Schools, 1876-1878; Teacher of High School and later Ward Principal, High School, Gainesville, Tex., 1888-1891; Teacher of Reading, Warrensburg Normal, 1891-1898; (student in School of Expression, Chautauqua, N. Y., 1892, 1894, 1896 and 1897; Summer School of Pedagogy, Colorado Springs, 1895; National Summer School, Chicago, 1903); Director of Study Hall, Warrensburg Normal, 1898-1905; in present position since 1905.

LIBRARIANS.

FLORA B. ROBERTS.....*Librarian*

Graduate Drexel Institute Library School, 1899; Assistant Cataloguer Library of the University of Pennsylvania, 1899; Cataloguer Northwestern University, 1899-1900; Assistant Drexel Institute Library and Instructor in Library School, 1900-1901; Assistant Michigan State Library, 1901-1904; Student on leave of absence, Michigan University, 1909-1910; in present position since 1905.

LYDIA E. KINSLEY.....*Assistant Librarian*

Graduate Wisconsin Library School, Madison, Wis., 1907; student University of Michigan, 1902-1905 Assistant in Public Library, Manistee, Mich., 1906-1907; Cataloguer National Tax Association, Columbus, O., 1907; in present position since 1907.

ROY L. BECK.....*Registrar*
STELLA STILLWELL .....*Secretary to President*
R. H. KENAGY.....*Superintendent of Buildings and Grounds*

FACULTY COMMITTEES.

The first person named on each committee is chairman, and the President of the Faculty is ex-officio member of each committee. Unless otherwise named, the Registrar is Secretary of all committees, but without power to vote.

ADMISSION AND CLASSIFICATION.—C. A. Phillips, Demand, Harry Phillips, Morrow, Kennedy.

ADVANCED STANDING AND GRADUATION.—Pres. of Faculty, Coulter, Morris, McAllister, Demand, Scarborough, Yeater.

ALUMNI AND HISTORY OF SCHOOL.—Stigall, Kennedy, Nickerson, Miller, Morrow.

ATHLETICS.—Mason, Urban, Martin, Harry Phillips. Schlosser, Beck.

CHAPEL EXERCISES.—Coulter, Abbott, Solomon, Fink.

SCHOOL PUBLICATIONS.—McAllister, Morris, Bass, Walters, Ball.

CARE OF BUILDINGS AND GROUNDS.—Hoover, Walters, Mason, Neet.

DEBATE.—Abbott, Coulter, Hill, Runyon, Roberts.

DISCIPLINE.—Walters, Stigall, Hoover, Neet, Yeater.

LECTURE COURSE AND ENTERTAINMENT.—Demand, Coulter, Davis, Urban, Solomon, Bass.

RECOMMENDATIONS AND POSITIONS.—Scarborough, C. A. Phillips, Crissman.

DUTIES AND POWERS OF COMMITTEES.

Sustaining Direct Relations to Students.

ADVANCED STANDING AND GRADUATION.—1. This committee shall determine the value of any work done in other schools, or of that done in this school before September 1, 1904, or of any other work not specifically determined by the present course of study, when such work is offered for advanced standing or for graduation.

2. It shall furnish to the recording official a statement of credits allowed.

3. It shall collect each quarter a list of names of students applying for certificates or for graduation, and ascertain whether such applicants have complied with the required conditions.

4. It shall see that certificates and diplomas are provided, filled out and signed for all fully accredited applicants.

5. It shall supervise the keeping of a permanent record of all students receiving certificates or diplomas.

6. It shall have general supervision of graduation. exercises and the arrangement of the program, and the selection of class speakers must have its approval.

ADMISSION AND CLASSIFICATION.—1. This committee shall prepare the daily program for each quarter.

2. It shall enroll and classify all students.

3. It shall see that a full and correct roll of students be kept in the office of the Registrar.

4. Subject to such regulations as may be adopted by the Executive Committee, it shall pass upon all requests for changes of program.

5. It shall see that the grades made by students each quarter are duly reported to the recording official.

ATHLETICS.—1. This committee shall have general supervision over all public athletic games, exhibitions

and contests, and shall have control over the arrangements for such games, exhibitions and contests with other schools or associations.

2. It shall have control over the finances and property of the Athletic Association, and over the purchase of needed athletic supplies.

3. It shall decide what candidates for membership on teams or for admission to athletic games, exhibitions and contests shall be eligible, and it shall exclude from participation those whom it finds below the standard in their studies, or ineligible for any other cause.

DEBATE.—1. This committee shall advise with all the students in all important matters connected with debate, oratory and declamation.

2. It shall control all arrangements for contests in debate, oratory and declamation, and all arrangements for such contests with other institutions shall be made only by and with the consent of this committee.

3. All productions for such contests shall be prepared and presented in conformity with the rules and regulations of this committee.

DISCIPLINE.—1. This committee shall have charge of the general discipline of the school, including the order of the halls and about the buildings.

2. When asked to do so, it shall advise with and assist teachers with reference to individual cases or special regulations for discipline.

3. It shall investigate and report upon all cases requiring faculty action.

LECTURES AND ENTERTAINMENTS.—1. This committee shall select and contract for all lectures and entertainments for the regular Normal Lecture Course.

2. All entertainments, excepting those which come under the control of other regular committees, must receive the approval of this committee and be subject to its regulations before they shall be permitted to take place in the chapel.

3. All entertainments that are to take place in the chapel must be scheduled by this committee.

RECOMMENDATIONS AND POSITIONS. — This committee will assist graduates and qualified students to secure positions to teach, and shall aid school officials in procuring teachers.

It collects complete and accurate information respecting all applicants for positions to teach who ask the assistance of the committee.

It seeks to recommend candidates best suited to fill vacancies and not to send out general letters of recommendation.

School authorities who write the committee will have full and confidential information in regard to applicants.

There are among our students each year several hundred who have taught from one to ten years, many of whom have already filled responsible positions.

School officers are cordially invited to visit the Normal School to inspect the work of those whom they may wish to secure to fill positions. Correspondence is invited from boards, principals and superintendents in regard to vacancies and teachers. This information will be treated in full confidence, and all possible assistance will be gladly given.

While the chief work of the committee is to help the students who are in attendance, yet it will be the purpose to lend assistance to graduates and former students in securing more satisfactory positions. To this end the full co-operation of Alumni and former students is earnestly desired. Write to the committee when in need of a teacher. Supply information concerning vacancies.

All correspondence in regard to location of teachers should be addressed to Dr. J. H. Scarborough, Chairman Committee.

MISSOURI STATE NORMAL SCHOOL.

HISTORICAL.

The Second Normal School District was established by an act of the General Assembly, approved March 20, 1870. The commission appointed by the Governor of the State to locate the school selected Warrensburg, the county seat of Johnson County, April 27, 1871. In consideration of such selection, Warrensburg and Johnson County deeded to the State a tract of land containing sixteen acres for a campus and voted municipal and county bonds to the amount of one hundred and seventy-three thousand dollars, the proceeds from the sale of said bonds to be used in the erection of a Normal School building.

Immediately following the location of the school, a Board of Regents was appointed by the Governor. This board at once elected a faculty, consisting of Dr. Geo. P. Beard, president; Prof. E. A. Angel and Miss Lucy Jane Maltby, instructors, and on May 10, 1871, the school was formally opened in a building rented for the purpose, with thirty students in attendance.

The work of erecting the Normal building was pushed with all possible speed, and the corner stone was laid on August 16th, 1871. Before the close of the next year the basement and first story were ready for occupancy, though in a very unfinished condition.

During the first ten years of its existence the school labored under tremendous difficulties because of the fact that the meager appropriations made by the Legislature were wholly inadequate for the completion and proper equipment of the building and for the employment of the needed corps of teachers, and because of the further fact that an interest in the school and its special function of training teachers had to be

aroused and its existence justified in the minds of many prejudiced persons. Yet, in spite of these difficulties, there was an average annual attendance of 381 students during this first decade, 1871 to 1881.

During the next decade, 1881 to 1891, the average annual enrollment was 542, and for the period from 1891 to 1901 the average annual attendance grew to 866. This gratifying growth has continued unabated during the decade now drawing to a close, the number enrolled for the current year, 1909-10, being 1,639, exclusive of students in the Training School. Probably no other Normal School in the country has had a steadier or more substantial growth and development.

The policy of the school during the administrations of the successive presidents, Geo. P. Beard, James Johonnot, Geo. L. Osborn, Geo. Howe, E. B. Craighead, James E. Ament and W. J. Hawkins, has been firmly and safely progressive. It has kept in close touch with the best educational thought; has consistently promoted the highest public school sentiment, and has endeavored at all times to do for the State those things that are deemed essential in the preparation of teachers for the public schools.

The Faculty has grown from three members, constituting the first organization, to forty-seven members, the number employed for the next scholastic year. Of this number none are substitutes or student teachers, but all are men and women whose scholarship and experience especially fit them for the work for which they have been employed.

As a result of the nearly forty years' labor in this institution, 4,691 men and women have been licensed to teach in the public schools of Missouri. Of this number 2,781 have received the Regents' Certificate, a two years' license to teach in Missouri, and 1,916 have received the Diploma, a license to teach in the public schools of Missouri for life.

The influence of the school on the educational progress of the State and its work in developing the type of citizenship that makes the Missouri of today a rich and prosperous commonwealth cannot, of course, be definitely estimated, but that it has been a potent factor in all this is beyond question.

BUILDINGS.

The corner stone of the main building, 160 by 80 feet, three stories high, was laid August 16, 1871, and in June, 1872, the first story was completed and ready for occupancy. But the building, as at first projected, was not completed until the summer of 1881. It is built of brick and stone and is an imposing structure.

During the years 1885 and 1886 a wing 66x116 feet was erected south of the center of the main building, and connected with it by a short corridor. This improvement provided greatly increased accommodations for the Training Department and added six large rooms, two cloak rooms and an assembly room to the Normal Department. The General Assembly, in 1895, made an appropriation of $30,000 for the erection of a Science Building. This building is 92x122 feet, three stories high, substantially built of native sandstone, and joins the main building by a corridor on the west. It contains four laboratories, several school rooms, and the library. The buildings are commodious and well furnished throughout.

The General Assembly of 1903 made an appropriation for a gymnasium. The Board of Regents erected a thoroughly modern building of the famous Johnson County sand stone. It is the most beautiful building on the campus. It contains a gymnasium especially equipped for women and another for men, occupying an entire floor. Also a bowling alley, locker rooms, bath rooms, Y. M. C. A. and Y. W. C. A. halls, offices and

physical testing rooms for physical directors, and rooms for literary societies.

An additional appropriation was made by the Assembly of $22,000 for the erection of a new power house, with a second story, for the Manual Training Department. Five rooms of the building have been equipped and devoted to the use of that department.

The General Assembly, in 1907, again came to the aid of the school with an appropriation for a Training School building. It is built of native sand stone, is directly south of the main group of buildings and connected by a corridor. This building contains thirty-five rooms, well arranged and well equipped for work. The entire first floor is occupied by the Departments of Drawing and Household Arts of the Normal proper, and the second and third stories by the Kindergarten, the Elementary School and the High School.

THE LOCATION.

Warrensburg, the seat of the State Normal School of the Second District, is on the main line of the Missouri Pacific, two hundred and eighteen miles west of St. Louis and sixty-six east of Kansas City. Here the institution has had its existence for thirty-eight years, and the town has developed those intellectual influences that characterize the college town. There are ten churches, and a large majority of our students take up religious work in the church of their preference. Warrensburg is a town of homes with modern conveniences, many of which are opened as boarding places to students. It has wide and well shaded streets, and the region is one of the most healthful in the State.

Pertle Springs, one of the most beautiful and charming summer resorts in the State, is but one mile from the campus. More conventions and gatherings of a political, social and religious nature are held here

than at any other place in Missouri. In the summer time, especially, students have an opportunity to hear many distinguished speakers.

PURPOSE OF THE SCHOOL.

It is axiomatic that a just and efficient government must be controlled and administered by the educated; hence, the genius of our government implies an educated citizenship. Missouri, in common with most of the American states, realized, practically from its founding, the necessity of an educated citizenship. This attitude of the State toward the instruction of its people makes it the one competent agency in supplying qualified teachers for its schools. This the State of Missouri does through its public Normal Schools, whose sole function is the preparation of teachers for the schools of Missouri. The Revised Statutes of 1899 declare the Normal Schools to be established to fit young men and young women to be "Competent teachers in the public schools of the State." In the same statutes the public schools of the State are defined to be elementary schools and high schools, and provision is made for the support and control of the one class of schools as much as the other; so it is incumbent upon the Normal School to provide education and training of teachers for both classes—elementary school and high school.

It has been correctly said, "The State Normal School is not an institution for general culture for its own sake; it is a special school—a professional school. Its sole purpose is to confer on its students that education, discipline, professional training and practical skill which will best fit them for teaching in the public schools of the State." A normal school being characteristicly professional, the dominant interest centers in that training which the school affords to those preparing to be teachers. This school is especially organized for pro-

fessional work in its departments of Psychology, Pedagogy and in the Training School, and all other departments are auxiliary to these.

The Department of Psychology offers courses in Elementary Psychology, Advanced Psychology, Educational Psychology and Experimental Psychology; the Department of Pedagogy has courses in School Management, Principles of Teaching, Special Methods, High School Problems, School Administration, Supervision of Instruction, History of Education, also Sociology and Ethics; and the Training School carefully applies the professional knowledge of the Departments of Psychology and Pedagogy in actual teaching by the students in the kindergarten, the elementary school and the high school. These three departments constitute the three divisions of one continuous process in the professional preparation of a teacher.

Academic and technical preparation must of necessity proceed along with or before professional instruction. The academic instruction of a Normal School is exact, thorough and broad. The student of a Normal School is thoroughly grounded in the subjects he is to teach, and more, his courses extend beyond public school subjects, to give the broader outlook for sources of material and clearer insight into methods and means of investigation. With the claims now made upon the schools for industrial and vocational instruction, the Normal Schools cannot be less exacting or extensive in the study of special or technical subjects. In all departments of instruction this school does not lose sight of the fact that it is a professional school—that its work is that of training teachers. The attitude of the teacher to subject-matter is not forgotten. The student is always present with the fact that there is an importance in the method of acquiring knowledge, as well as in plans of imparting information.

Nor does the school lose sight of the fact that it is its function to prepare teachers for the whole curriculum

of the public schools. The courses are ample for some specialization on the part of students who are preparing for high school work; but, however, it does not fail to stress the importance of training teachers for the elementary schools. In Missouri less than five per cent of the children of school age attend the high schools. The great majority of the teachers do elementary school work, and it is the purpose of this school to give the most thorough preparation possible for that work. The common school branches are recognized as the fundamental branches of learning, and these subjects are taught by as competent instructors as are in the school. The elements of Psychology, School Administration and Principles of Teaching are presented with facts always present that the student is acquiring a science of teaching, and that this science is to govern him in his work in the elementary school. The teachers' courses offered as Junior and Senior courses, and required of every one who secures the Normal Diploma, are in the main elementary school courses, and have a double purpose—that of testing what the student has acquired of a real science of teaching, and of reinforcing any weak points that may be found in what he is supposed to have acquired.

It is believed that in following the plans set forth this school can hope for a reasonable success in carrying out the purpose of a State Normal School—that of fitting young men and young women to be competent teachers in the public schools of the State.

THE GOVERNMENT OF THE SCHOOL.

The learning and training imparted by the State through its Normal School has not for its purpose the bettering of the condition of one class of persons at the public expense; the school does not exist for the benefit of its students, but for the benefit of the whole people,

and its work is done with the general welfare always in view. All questions of internal organization in such a school must be determined by this fundamental conception of its function. In determining the nature and character of

Discipline

in the Normal School, the function of the institution makes it necessary that it be in no sense reformatory. The general welfare would not be promoted by licensing one of evil tendencies, or certain shortcomings, to teach in the schools of the State.

It is, therefore, the policy of the administrative authorities to ask any student who does not conduct herself or himself in all things as become the lady or gentleman, or who is found not to be adapted to school work for other reasons, to withdraw from the institution.

In the government of the School, the largest liberty consistent with good work and order, is allowed. The disciplinary power of the institution is brought to bear upon the student only to bring him to a rational understanding of freedom, and to lead him to such self-government as will make him capable in the future of wisely governing others who shall become his pupils.

EQUIPMENT.

The working equipment of the school is sufficiently complete to insure to students in every department opportunity to do work with good system and to good advantage.

THE LIBRARY.

The Library contains a carefully selected working collection of 10,000 volumes, supplemented by 3,000 classics for the use of the English classes. These books

are arranged according to the decimal classification, and a dictionary card catalog adds to their accessibility.

An attractive and well-appointed reading room accommodates one hundred and fifty students for study and reading purposes. Here are to be found the St. Louis, Kansas City and many local newspapers; also the leading periodicals. Files of the bound periodicals are being added to the shelves, and instruction in the use of Poole's Index and The Reader's Guide, the keys to this collection of valuable material, will be given at any time.

The following periodicals are received:

American Journal of Sociology.
American Mathematical Monthly.
Annals of the American Academy.
Arena.
Astrophysical Journal.
Atlantic Monthly.
Bookman.
Century.
Child Lore Magazine.
Country Life in America.
Craftsman.
Cumulative Book Index.
Delineator.
Dial.
Dietetic and Hygienic Gazette.
Education.
Educational Review.
Elementary School Teacher.
Forum.
Good Housekeeping.
Harper's Monthly.
Harper's Weekly.
History Teachers' Magazine.
House Beautiful.
Journal of Educational Psychology.

Journal of Political Economy.
Kindergarten Magazine.
Kindergarten Review.
Library Journal.
Life.
Literary Digest.
McClure's Magazine.
Manual Training Magazine.
Mind and Body.
Missouri School Journal.
Modern Language Notes.
Modern Philology.
Musical Courier.
Musician, The
Nineteenth Century.
North American Review.
Outing.
Outlook.
Pedagogical Seminar.
Posse Gymnasium.
Psychological Bulletin.
Psychological Clinic.
Psychological Review.
Public Libraries.
Quarterly Journal of Economics.
Reader's Guide to Periodical Literature.
Review of Reviews.
School Arts Book.
School Review.
School Science and Mathematics.
Scientific American.
Scientific American Supplement.
Scribners'.
World's Work.
Youth's Companion.

STUDY HALLS.

The general study hall is commodious, well lighted and furnished with tables and comfortable chairs. It is adjacent to the book stacks, and the reference book shelves, also conveniently near to the class rooms and the Assembly Hall. The well-lighted Rest Room for women is near the main study hall and serves many of the women as a study room.

THE ASSEMBLY HALLS.

The General Assembly Hall was entirely remodeled a few years ago. It has an inclined floor, opera seats and a fully equipped stage. The decorations are artistic, in fact, the hall is hardly surpassed in convenience and elegance. It accommodates nearly nine hundred students.

The Training School Assembly Hall has a semicircular seating, elevated on the plan of a clinic. This arrangement was designed especially to serve the interests of student-teachers, as it gives a large number the best possible advantage in observing model recitations as well as to hear all that is said by lecturers. This hall has seatings for three hundred.

Expression Hall is situated on the third floor, surrounded by four society halls. It is furnished with 200 opera chairs and has a well equipped stage. It is used by the Department of Expression for class work and by the societies for special entertainments.

THE CLASS ROOMS.

The class rooms are large and well lighted and have all necessary equipment and apparatus for class purposes. The rooms occupied by heads of departments have adjacent offices for consultation.

LABORATORIES.

Chemistry.

The Normal School has a large, well lighted, well ventilated and well equipped chemical laboratory, arranged for individual work on the part of the students. Lockers and table room are provided for sixty-four persons. Each table is supplied with water and gas and the usual chemicals and apparatus for experimentation. A large hood at one side of the room provides for the escape of noxious gases. Chemicals and glassware are supplied both for work in general chemistry and in qualitative analysis. A fee of fifty cents per quarter is charged, which pays in part only for the chemicals consumed. For breakage of apparatus the student is charged the wholesale purchase price of the articles destroyed.

Biology.

The biological laboratory has a good equipment of apparatus and materials for all courses offered. This includes, among other things, compound microscopes, high-grade stereopticon with numerous slides, opera glasses for bird-study, apparatus for experiments in plant physiology, materials for regular laboratory study and collections of typical animals. This equipment is being constantly added to in order to keep it modern and efficient.

Agriculture.

The department has two laboratories—one equipped for thorough work in soil analysis, capillary movement of water and for milk and food testing. It is also furnished with full sets of rocks and minerals. The other laboratory is completely equipped with the best compound microscopes and all other apparatus neces-

sary for the best work in dairy and pathogenic bacteriology and food analysis.

Physics.

The physical laboratory has the equipment essential for two quarters in Mechanics, two in Heat, three in Electricity, and one in Light and Sound. We have recently added milliammeters, standard electrical condensers, suspended coil galvanometers (ballistic and dead-beat) and apparatus to determine the acceleration of a falling body.

Mathematics Laboratory.

A regular laboratory is used in connection with the class work in Mathematics. This has been in operation for more than a year, and the results already obtained show that it is a valuable addition to the department. By actual experiment each pupil obtains the data for problems used in Arithmetic, Algebra, Geometry and Trigonometry. The pupils are enabled to apply mathematics to the practical problems of life.

The department is also supplied with a good transit, a level and the other necessary apparatus for work in Surveying.

Psychology Laboratory.

The psychological laboratory has a floor space of 2,300 square feet. Five hundred dollars' worth of new apparatus has been added during the past year.

SPECIAL AND TECHNICAL DEPARTMENTS.

These departments consist of Training School, Manual Training, Household Arts, Music, Drawing, Commerce, Expression and Speech Arts, and Physical Culture; also Kindergarten and Primary Teaching.

They have commodious rooms arranged especially

for their use and the special equipment required for each is modern and first class.

These departments have specializing courses for Junior and Senior students that lead to a special diploma. For outlines of these courses, see Department of Instruction.

STUDENT ORGANIZATIONS.

All these organizations, as the name implies, are managed and directed by the students, and have for their purpose the acquiring of knowledge and skill in directing organized efforts and of doing things that have real educative value, with Faculty assistance and direction reduced to a minimum.

THE LITERARY SOCIETIES.

The literary societies—six in number—the Athenian, the Baconian and the Irving for young men; the Campbell, the Osborne and the Periclean for young women—are under the general control of the Faculty and the immediate supervision of the Head of the Department of Expression.

Each society possesses a hall of its own, tastefully decorated and well furnished, in which it holds its regular meetings during the school year once a week, at which time programs are rendered, consisting of readings, declamations, essays, orations, debates, songs, choruses, etc. Here the students are able to secure practical drill in public deportment and address. The head of the Department of Expression assists the several societies at different times and offers criticism on the programs. In addition to this, during the year,

the societies put on classic plays, in which the members take part. Thus a knowledge of stage deportment and of play production is gained that is invaluable.

The literary societies make up what is known as the Oratorical Association of the school, through which contests in oratory, debate and declamation are carried on between the societies of the school and between the different schools of this and other states.

In the Inter-Society contests for 1909-10 the following were the successful contestants: In debate, first, C. M. Laffoon (Irving); second, Frank B. Russell (Baconian); third, C. G. Blackmon (Athenian).

In Oratory, Virgil Chrane (Irving).

In Declamation, first for girls, Eula McKeehan (Periclean); for boys, W. L. Bowen (Athenian).

The splendid school spirit that is engendered in the students through the societies and the culture that comes to them through association and contact with the best minds in the student body is beyond calculation.

THE CHRISTIAN ASSOCIATIONS.

The students maintain two religious organizations —the Y. M. C. A. and the Y. W. C. A. These associations hold regular weekly meetings for devotional purposes, and occasional social gatherings. The associations are factors for good in the school, and the students are cordially invited to identify themselves with them. Committees of the two associations meet all trains at the beginning of the terms to assist and direct new students.

The new and well-furnished halls for the Christian Associations are located in the Dockery Gymnasium.

These organizations are affiliated with the State organization, with headquarters at St. Louis. The State Secretary makes at least one visit during the year and

several delegates represent the organizations in the State meeting in October. There are, besides the officers in the student body, an auxiliary board in the Faculty and another composed of alumnae resident in the town.

Miss Eva Jacobs, who has been a student during the past year, will enter a training school for foreign missionaries in Chicago next September.

The Association, in its representative members, stands for high ideals in scholarship, in conduct, and in usefulness. Their sincerity and practical devotion to the principles of Christian character command respect and are a source of power among the young men and young women.

THE ATHLETIC ASSOCIATION.

The first Athletic Association of the Normal School was organized in 1896. It was completely reorganized in 1902. Ample provisions are made for the student body to have controlling influence in all athletic affairs. The students are taking more and more interest in the management of athletics, and they are expected to have charge of all the business, such as electing officers of teams and of associations. The Faculty athletic committee has supervision over all acts of the association pertaining to schedules, eligibility of players, financial matters, etc., guided as largely as possible by the wishes of the students themselves, for it is to the student body that the school looks for its athletic spirit and athletic success.

A plan has been effected whereby every student becomes a member of the Athletic Association, and this membership carries with it admission to all foot-ball and basket-ball games played on the Normal field by the Normal teams. Season tickets are sold each year for the basket-ball games.

In foot-ball we made a very creditable showing, notwithstanding the fact that our team was the lightest

one ever representing the school; the team played excellent foot-ball against such schools as Drury College and Kansas State Normal, both games ending in no score results.

With the exception of one man the basket-ball team was composed entirely of new men. Yet a splendid record was made, winning the Inter-State Normal championship of Missouri and Kansas. Two wonderful games were played with Missouri University on our floor, only losing by scores of 26-27 and 19-20.

The baseball season was greatly interfered with by continued rains, thus preventing the usual practice, and necessitating many games being canceled. However, fifteen games were played, losing seven.

Our Inter-Society track and field meet was the most successful one held in recent years. Practically all the school records were broken in both track and field events.

CLUBS.

The school has a number of organized clubs the membership in which is voluntary. Their organization is encouraged for the opportunities they give of self-government and self-activity in such lines as the students have special interests.

The oldest of these clubs was organized little more than a year ago, and at the present time the following organizations are reported as having large, active memberships and doing successful work:

THE SCIENCE CLUB.

The Science Club is to stimulate a more general interest in scientific work and to bring the student somewhat in touch with the methods of scientific research. Membership is confined to students and

teachers of the Science Departments. Meetings are held bi-weekly from September to June.

THE DEBATE CLUB.

The Debate Club is doing excellent work in assisting young men to develop their powers of argumentation and to think accurately and quickly on their feet in public places. The club works in harmony with the different societies of the school and stimulates and augments their work in debate. Much is expected of the club during the coming year.

THE DRAMATIC CLUB.

The Dramatic Club was organized during the Fall Term of 1909 and already has made itself felt in the student body. Meetings are held weekly, on Thursday afternoons, during the Fall and Winter quarters, at which times topics of interest to dramatic students and resumes of the most successful modern plays are presented.

Among the excellent programs were the following: Resumes of "The Witching Hour," "The Third Degree," "The Melting Pot," "Dawn of a Tomorrow" and "Such a Little Queen" by Professor Abbott. Talks on interesting subjects were given by Professors Coulter, Ahrens and Miss Ball. In addition to these, splendid papers were offered by members of the club. Members of the club enjoy the opportunity of appearing in plays under competent direction, and in this way gain valuable knowledge of stage deportment.

MUSICAL ORGANIZATIONS.

There are at this time seven musical organizations in the Normal—a large chorus composed of young

ladies and gentlemen, a girls' chorus for girls alone, the Normal male glee club for the boys, a band, two orchestras and a mandolin club. Students with the necessary qualifications are urged to become members of these organizations. Those having instruments are requested to bring them.

THE CAMERA GUILD.

The Camera Guild is an association of students and Faculty banded together for mutual assistance and advancement along several lines of photography.

The aim of the Guild is to raise the standard of amateur photography and to direct its members how to make the best use of their cameras in teaching.

The school is equipped with a large work room and dark room. The Guild subscribes for the leading photographic journals. A library of books on photography is being formed. Regular meetings are held twice monthly. Criticisms are made on the work performed from month to month. Lectures and demonstrations on the science and art are frequently given. Excursions are made afield. Exhibitions are held.

TENNIS CLUB.

On a well shaded portion of the campus are four tennis courts which are in constant use. This most delightful and wholesome outdoor sport is growing more in popularity with the students each year. Two afternoons each week are set aside for the young ladies' classes in Physical Training. These classes are especially helpful to beginners in tennis.

The courts are under supervision of the Athletic Department. Several seasons a club has been formed with a membership fee of 25 cents, the organization being in the hands of the students, though containing several members of the Faculty.

ALUMNI ASSOCIATION.

The Alumni Association of our school is one of the imposing monuments to the school's efficiency, and we wish our success to be measured solely in terms of efficiency. Only graduates of our full courses leading to the Life Diploma are Alumni, and all of these are included in the membership of the Alumni Association. Of the 1,168 now on the records of the Association, many occupy positions of prominence in the world of educators, and there are few who have not made for themselves such standing that they are in positions of responsibility and helpfulness.

In this connection it is of interest to consider the following statistics relating to our Alumni:

All but 43, or 3.7 per cent, are living.

Five hundred and fifty-nine, or 47 per cent, are teaching.

Six hundred and thirty-three, or 54 per cent, live in Missouri.

We have Alumni in Oklahoma, Washington, California, Colorado, Arizona, Louisiana, Kansas, New Mexico, Utah, Wisconsin, Texas, Iowa, Illinois, Idaho, Montana, Minnesota, Oregon, Wyoming, Indiana, Washington, D. C., Arkansas, South Dakota, North Dakota, Ohio, West Virginia, New York, Massachusetts, Maryland, Georgia, Alabama.

Of the 700 Alumni of the past ten years, 49 are teaching in large cities; 21 are principals of high schools; 89 are principals or superintendents in towns; 62 are teaching in high schools; 11 are teaching in higher institutions; 228 are teaching in grades in towns or in rural schools; 316 are teaching in Missouri; 138 in other states. Only 76 have never taught.

It must follow, from the foregoing statements, that our Alumni are a body of whom we are proud and on whose record we love to dwell. We find one of our

great incentives to rise to higher and higher standards in our desire to satisfy the expectations of these Alumni.

We have found reason to congratulate ourselves on the large numbers of our Alumni who have done post-graduate work in this school and in the universities; and so we feel that the work and life here have given a stimulus and an educational momentum that are worth while.

The Alumni Association has been a useful factor in the upbuilding of this school. Its services have been numerous and varied. But it is hoped that its influence may be made greater still. No school can accomplish great things without the aid of a loyal and enthusiastic Alumni. "Let us not forget the fact that it is the excellence of our work that gives reputation to our dear old Alma Mater and that her reputation is ours." (Alumni Address.)

OFFICERS OF ALUMNI ASSOCIATION.

1910-1911.

President, B. M. Stigall, '98.
First Vice-President, Mrs. May Clark Fuller, '02.
Second Vice-President, O. E. Seaton, '10.
Treasurer, Charlene Shepard, '04.
Permanent Secretary, Flora B. Dutcher, '97.

MISCELLANEOUS INFORMATION.

THE LECTURE COURSE.

For a number of years this institution, through its Faculty Lecture Committee, has maintained a course each year of high-class lectures and entertainments. The committee has always sought to maintain a high standard of excellence by selecting for each course the highest quality of talent available on the American platform. The only motive in the maintenance of the annual lecture course is to offer the best educational influences to our students and the community. All surplus funds derived from the sale of tickets are expended in the improvement of the succeeding course, and in that way the course of each succeeding year has regularly become stronger and more attractive. The course for 1910-1911 will be especially strong and attractive. It will consist of eight of the very best attainable attractions, selected with a view of affording both education and entertainment.

INTER-HIGH SCHOOL LATIN CONTEST.

Competitive Latin examinations will be held 10 a. m., April 29, 1911, in Room 8. Open to all students in the Second Normal District. Free tuition will be awarded as follows to students showing the most proficiency from school offering:

1 year of Latin.....2 quarters' tuition
2 years of Latin.....2 quarters' tuition
3 years of Latin.....3 quarters' tuition
4 years of Latin.....4 quarters' tuition

The subject-matter of the examinations will be: First year, any beginning Latin book; second year, Cæsar; third year, Cicero; fourth year, Virgil.

Where Cicero and Virgil are alternated in the third year, this will be taken into consideration.

In 1910 Herbert E. Kenagy (Warrensburg) won the scholarship in Virgil, and Helen Farriss (Lamonte) in Cicero.

INTER-HIGH SCHOOL DECLAMATORY CONTEST.

At the annual meeting of the Board of Regents, 1909, three prizes, consisting of four, three and two terms' attendance at the Normal free of all fees, were authorized to be awarded to Senior students of high schools in the Second Normal District winning first, second and third places in declamatory contests held annually in Normal Auditorium. Each school is permitted to send two contestants, one boy and one girl. The contests between boys are separate from contests between girls. These contests are under the management of the Oratorical Association.

The third annual contest was held Friday evening, April 29th, 1910; six schools sent contestants. The first place for girls was won by Rowena Wheeler (Lamonte); second place, Marian Fitch (Warrensburg); third place, Ruth Walkup (Deepwater). For boys, first place, Eugene Wheeler (Mt. Washington); second place, Albert J. Erhart (Adrian); third place, Adie Chase (California).

INTER-HIGH SCHOOL TRACK MEET.

The third annual Inter-High School Track and Field Meet for High Schools of the Second District was held on Normal Field April 30, 1910.

Great enthusiasm prevailed at this third annual High School Day, more than doubling in number of entries and schools since the meet was authorized by the Board of Regents in 1908. Twelve schools were entered

with more than 100 individual entries. Jefferson City and Pleasant Hill High Schools tied for the Trophy Banner, so none could be awarded this year. Sedalia, for the second time, won the Trophy Cup for Relay Teams.

The standing of the schools winning points shows how eagerly all events were contested, ten out of twelve schools winning points:

Pleasant Hill High School.....18
Jefferson City High School.....18
Green Ridge High School.....16
California High School.....12
Sedalia High School.....11
Warrensburg High School.....11
Mount Washington High School..... 9
Lexington High School..... 6
Higginsville High School..... 5
Lee's Summit High School..... 3

SCHOLARSHIPS.

Two annual free scholarships have been established by the Commercial Club of Warrensburg to be awarded to the girl and the boy graduating with the highest standing from the rural schools of Johnson County. These scholarships bear the names of the donors: the C. A. Shepard Scholarship for girls and the John Thrailkill Scholarship for boys. The Daughters of the Revolution Scholarship was established by the local organization of that society and is awarded annually to worthy students selected by the society.

The following scholarships have been offered by the Board of Regents: The Women's Confederated Clubs Scholarship, to student recommended by the Kansas City Club; the Declamatory Contest Scholarships are awarded on the Annual Inter-High School Contest; the boy and girl receiving highest standings each a twelve-

month, four quarters, scholarship; the boy and girl receiving second places, each a nine-month scholarship, and the boy and girl receiving third places, each a six months' scholarship.

For the Inter-High School Latin Contest, scholarships are awarded to the same number as in the Inter-High School Declamatory Contest.

STUDENT AID FUND.

The Alumni Association at its last annual meeting created and established a Student Aid Fund, to be known as the Osborn-Campbell Student Aid Fund. As the name implies, it is a memorial fund in honor of Dr. G. L. Osborn and Prof. J. J. Campbell, whose names are intimately connected with the history of this school. Each had a service of over twenty years, Dr. Osborn as president of the faculty and Prof. Campbell professor of English Department.

The fund is now over $500, and the Association is making efforts to increase it to one thousand dollars by the opening of the school in September.

The Board of Regents has accepted the custodianship of the fund to be held in trust and used for the purpose designated by the donor, that of aiding worthy students who are not financially able to continue to remain in school. The fund will be loaned in sums not to exceed fifty dollars and for periods not longer than two years.

SCHOOL PUBLICATIONS.

BULLETINS.

The Institution issues four bulletins a year.
In July, the Annual Catalog.
In October, a Department Special.
In January, the Spring Quarter Special.
In April, the Summer School Special.

THE RHETOR.

This is the Class Annual, and is issued by the Seniors in June of each year.

ENTRANCE REQUIREMENTS.

CONDITIONS OF ADMISSION.

CHARACTER.—Applicants seeking admission for the first time must submit satisfactory evidence of a good moral character. A letter from the head of the last school attended, from a county commissioner, or superintendent, or some other person well-known, is sufficient.

AGE. — Applicants for admission to the Normal courses must be sixteen years of age, and to the Preparatory Course fifteen years of age.

LEGAL.—In compliance with the laws of the state, every student on entrance is required to sign the following pledge to teach:

"I hereby declare that it is my intention to follow the business of teaching in the public schools of this state, and that I voluntarily enroll myself as a student

in the State Normal School at Warrensburg for the purpose of preparing for that work."

ACCREDITED WORK.

1. CREDITS FROM OTHER SCHOOLS. — Applicants holding the state certificate of graduation from an elementary school will be granted entrance to the *Normal Preparatory Course.*

Students of Colleges, Normal Schools, High Schools and Academies will be admitted on the advanced standing presented at time of application, or an examination on work that has been done.

Graduates of Colleges, High Schools and Academies with accredited courses are admitted to Normal courses as follows:

Students who present certificates of standing from any of the colleges of the College Union, the School of Mines, or a State Normal School, will be credited with such subjects as are completed in these schools. Graduates of the colleges of the College Union and the School of Mines or Colleges of equal rank, may receive the Normal Diploma upon the completion of four units. Candidates for the Diploma must present as credits, or earn in residence, at least three units of Pedagogical work.

Graduates of approved, first-class, four-year High Schools are given Junior standing in the regular Normal Courses.

Graduates of approved, second-class High Schools or approved, third-class High Schools, are given credit subject for subject, if the school term is nine months or more.

The classification of High Schools is that of the State Superintendent, which provides that "No school shall be classed as a High School of the first class which does not maintain a four years' course of standard work in English, mathematics, science and history for a term

of at least nine months in the year, and which does not employ the entire time of at least three approved teachers in High School work; that no school shall be classed as a High School of the second class which does not maintain a three years' course of standard work in English, mathematics, science and history for a term of at least nine months in the year and which does not employ the entire time of at least two approved teachers in High School work; that no school shall be classed as a High School of the third class which does not maintain a two years' course of standard work in English, mathematics, science and history for a term of at least eight months in the year and which does not employ the entire time of at least one approved teacher in High School work."

ADVANCED STANDING. — Persons desiring to have grades accepted should apply in person or by letter to the chairman of the Committee on Advanced Standing and Graduation. Blanks will be sent to the authorities of the school in which the grades were made.

Credits from other schools are estimated in units (a "unit" being thirty-six weeks' work, five days in the week, forty-five-minute recitations in one subject, or an equivalent amount of work in two or more subjects).

CERTIFICATION AND GRADUATION.

Candidates for the "Regents' Certificate" are required to attend at least two terms, and those wishing to graduate from the full course are required to be in attendance at least nine months. All candidates must have good moral character, and in scholarship a standing of "good" or "excellent" in at least one-half of their subjects.

For the "Regents' Certificate," the first two years of any one of the courses of study are required, together

with one quarter of teaching in the training school.

For the Diploma, four years of work are required as outlined in regular courses of study.

The student may elect to specialize in any department given; but, having elected a course, he is expected to finish in the department elected.

SPECIAL EXAMINATIONS are applicable to academic subjects only and are obtained by consent of the heads of the departments concerned.

Class honors are based on the average of all grades made by the student, and those receiving first honors will have public mention on Commencement Day.

DEGREES.

The following degrees are now conferred by this school:

1. Bachelor of Pedagogy (Pd. B.), upon the completion of any of the full four-year courses.

2. Master of Pedagogy (Pd. M.), upon the completion, in addition to the requirements for the Bachelor of Pedagogy, of a major subject of two units and two minor subjects of one unit each; provided that one of the four units must be pedagogical.

3. Bachelor of Arts (A. B.), upon the completion, in addition to the requirements for the Bachelor of Pedagogy, of eight units of work, four of which must be devoted to a major subject and two allied minors. The remaining four units are elective, subject to the approval of the President of the school and the professor in charge of the student's major subject, provided that two of the eight units must be pedagogical.

LEGAL VALUE OF THE CERTIFICATE AND THE DIPLOMA.

The Regents' Certificate entitles the holder to teach in any of the public schools of the state, without further

examination, for a period of two years.

The Diploma entitles the holder to teach in any of the public schools of the state, without further examination, for life.

3. Credits Received at Missouri University.—The Missouri State University gives credit on the Normal Diploma as follows:

(a) Unconditioned entrance to the College of Education.

(b) Junior standing in the College of Arts and Sciences, less credits for teaching in the Training School and Teachers' courses.

EXPENSES.

FEES.

The school year is divided into four quarters, designated as the Fall, Winter, Spring and Summer Quarters, of equal length. Every student is required to pay at the beginning of each quarter, or whenever he may enter, an incidental fee of $6, or a total of $24 for the four quarters of the year. If the student desires to pay for the full year in advance, the rate is $20; for three quarters, $16; for two quarters, $11. The student is not entitled to the privileges of the classroom nor of the school generally until he presents the Treasurer's receipt for the incidental fee. This fee is not subject to refund.

In the Biological, Chemical, Physical and Agricultural Laboratories, and in the Manual Training Department, Domestic Science or Domestic Art, an additional incidental fee of fifty cents a term is charged, to pay for material. Breakage extra. Cooking School fee is $1.

The Gymnasium fee is $1 for a year or any part of

a year. Except for the use of lockers, this fee entitles the student to all gymnasium privileges, including free tickets to the athletic field for all games.

A deposit of $1 is required for a private locker in the gymnasium. Seventy-five cents will be refunded when the key is returned.

BOOKS.

The usual cost of text books for one year is from $15 to $20. Students who desire to save this expense can secure books from the Text-book Library at a rental of $1 for a year or any part of a year. Students renting text books are required to deposit with the Treasurer the sum of $3 to secure the proper use and safe return of the books. This amount is refunded when the books are returned in good condition.

BOARD AND ROOMS.

The school has no boarding department. Students board at private houses. There is no scarcity of accommodations within easy reach of the Normal building at reasonable prices.

Board can be obtained at rates ranging from $3 to $4 per week, including room, fuel and lights—two persons occupying one room. Those who room alone will generally have to pay a higher price.

Students who desire to board in clubs can reduce the expenses to $1.75 to $2.50 per week by practicing economy.

A limited number of ladies can obtain furnished rooms for self-boarding at fifty cents per week for each occupant, or $1 per week when a student rooms alone. Students availing themselves of this arrangement are expected to provide everything except furniture, mattresses, heating stove and cooking stove.

Unfurnished rooms can be rented at $1.50 to $2.50

per month, the price depending on the location.

By club boarding some students reduce the expenses for one term to $40, and the expenses for one year, not including summer school, to $110.

On the whole, it is our experience that family boarding is more satisfactory and the entire expense, including such boarding, can come within $50 a quarter, or less than $150 for the school year, three quarters.

The Faculty holds that ladies should secure homes offering rooms to women only, and that gentlemen should patronize homes where rooms are offered only to men. The Dean of the boarding department will recommend only homes conforming to this opinion.

As a general rule it is best not to make a contract for board till after arrival in Warrensburg. The students are urged to call at the office of the Dean, Mrs. Mary V. Neet, in the Normal building. All boarding houses are listed there.

When students leave the train they should look out for the committee of the Christian Associations, wearing badges. Members of this committee meet all trains at the beginning of the quarters. At other times young women traveling alone will be met at the depot if the President or Dean is notified of the time of arrival.

HOW TO ENTER THE SCHOOL.

To assist new students who need to understand our system of matriculation, the following suggestions are offered:

1. Pay fees and deposit money for text books at Treasurer's office in Normal building, first week of each quarter and later in People's National Bank, North Holden street. (Hours, from 9 a. m. to 4 p. m.)

2. Obtain Classification Card and copy of daily program at office of Classification Committee in Room 3A, or in President's office.

3. Study the daily program, with the assistance of

some member of the Classification Committee, and decide upon the studies desired.

4. Take Classification Card to the head of each department in which you wish to take work, and ask for his signature.

5. Present Classification Card (thus signed) to the Classification Committee in Room 3A, for approval of program arranged.

6. Obtain registration blanks in the office of the Registrar, and fill out with information asked.

7. Present Classification Card (approved), receipts for fees, and registration blanks to Registrar.

8. Take Program Card to Library for text books.

GENERAL SUGGESTIONS.

The beginning of a quarter is the best time for entrance. Students are admitted at other times, but must accommodate themselves to the conditions of classes at the time of entrance.

The city residence of every student is kept on record in the office of the Registrar. In case of change, the fact should be reported at once.

While successful vaccination is not made a requirement, it is recommended that students be vaccinated by their family physicians some time before leaving home.

All wraps, overshoes, umbrellas, etc., should be plainly marked by their owners as a means of identification.

Students are requested to refrain from pursuing too many studies at one time and required to refrain from taking too few.

RECORD CARD

FIRST YEAR

English ---------- ——— ——— ———
Algebra ---------- ——— ———
Arithmetic ---------- ———
Ancient History ---------- ———
Science ---------- ——— ——— ———
Lang. ---------- ——— ——— ———
Special ---------- ——— ——— ———

SECOND YEAR

English ---------- ——— ——— ———
Algebra ---------- ——— ——— ———
Mediaeval History ---------- ——— ——— ———
Geometry (Plane) ---------- ——— ———
---------- ——— ——— ———
---------- ——— ——— ———
---------- ——— ——— ———

FRESHMAN

Algebra ---------- ——— ———
Geometry, (Solid) or Trigonometry ---------- ———
History ---------- ———
Science ---------- ——— ——— ———
---------- ——— ——— ———
---------- ——— ——— ———
---------- ——— ——— ———
---------- ——— ——— ———

SOPHOMORE

English ---------- ——— ——— ———
Science ---------- ——— ——— ———
---------- ——— ——— ———
Physiology ---------- ———
Psychology ---------- ———
School Management ---------- ———
---------- ——— ——— ———
---------- ——— ——— ———

JUNIOR

Psychology ---------- ———
Principles of Teaching ---------- ———

SENIOR

History of Education ---------- ——— ———
Teaching ---------- ——— ———

COURSES OF STUDY.

PREPARATORY COURSE—2 YEARS.

The numbers refer to the number of quarters of work in the subjects.

FIRST YEAR.

English, 3
Algebra with Arithmetic, 3
History (Ancient), 3
Foreign Language or Science, 3
Music, 3

SECOND YEAR.

English, 3
Algebra, 1
Plane Geometry, 2
History (Med. & Mod.), 3
Foreign Language or Science, 3
Drawing, 3

NORMAL COURSES—4 YEARS.

GENERAL COURSE.

FRESHMAN.

Science, 3
Algebra, 2
Solid Geometry or Plane Trigonometry, 1
*History (English or American) and Government, 3
Foreign Language or English, 3
Specials, 3

SOPHOMORE.

English, 3
Science, 3
Foreign Language or History or Mathematics, 3
Physiology, 1
Psychology (Course 1), 1
School Management, 1
Specials, 3

Those who wish to elect a second foreign language in the Freshman and Sophomore years may postpone such required subjects in these years as the President and the head of the Language Department may elect.

* Those who intend to elect history in the Sophomore year should take the English History.

JUNIOR.	SENIOR.
Psychology (Course 2), 1	History of Education, 2
Principles of Teaching, 1	Teaching, 2
Teachers' Courses, 2	Teachers' Courses, 2
Electives, 8	Electives, 6

Teachers' Courses are offered by the following departments:

Agriculture, Course 3.*
Biology, Course 3.
Chemistry and Physiology, Course 5.
English, Course 16.
German, Course 7.
History, Course 10.
Latin, Courses 4 and 16.
Mathematics, Course 11.
Music, Course 6.

Electives.

Students following the general course must elect two quarters of work from each of the following groups:

(a) English, Mathematics.

(b) History, Foreign Language, Sociology.

(c) Agriculture, Biology, Chemistry, Nature Study, Physics, Economics, Ethics.

Graduates from first-class high schools enter the Junior class. Such students must elect Psychology 1, and School Administration, and must present the following credits or earn them in residence:

Algebra, 2;
Geometry (plane), 2;
English, 6;
United States History and Government, 3;
General History, 3;
Physiology, 1;
Science, 3.

*Figures refer to No. of Courses under Department of Instruction.

Students entering from other schools, who are not graduates of first-class high schools, will be classified according to the advanced standing presented. See Entrance Requirements, page 38.

SPECIALIZING COURSE.

The first two years of this course are the same as for the general course.

NOTE.—Any student wishing to specialize in any department may do so, with the consent of the President and the head of the department, under conditions as follows:

JUNIOR.	SENIOR.
Psychology (advanced), 1	History of Education, 2
Principles of Teaching, 1	Teaching, 2
Teachers' Courses, 1	Teachers' Courses, 1
Electives, 9	Electives, 7

All elections must be made with the advice of the head of the department in which the student is specializing.

All specializing students must elect four quarters of Academic electives, as indicated in Specializing Courses, or by the President and head of department.

All students now enrolled and working on the old courses, as stated in previous catalogs, will be permitted to continue such courses.

DEPARTMENTS AND COURSES.

PSYCHOLOGY.

DR. McALLISTER, MISS SNODDY.

1. ELEMENTARY PSYCHOLOGY. — Should precede Training School Work. This course is intended to give the student a general view of the processes by which we come to know and adjust ourselves to the world of objects. The physiology of the nervous system and the sense organs is studied in their relation to mental phenomena.

The course is based upon Titchener's Primer of Psychology. This is supplemented by lectures and demonstrations with apparatus.

2. ADVANCED PSYCHOLOGY.—Presupposes Course I, or its equivalent. This course is intended to enlarge the view obtained in the Elementary Course. Emphasis is placed upon the relations of the fundamental principles of mental activity to the practical school work. Angel's Psychology will be used as a basis for the class discussions. The Library is well supplied with reference works.

3. EDUCATIONAL PSYCHOLOGY.—Presupposes Course 2, or its equivalent. This is a course of lectures, demonstrations and reports, dealing with the results of experimental methods as applied to educational problems. The class will be required to familiarize themselves with Kirkpatrick, Fundamentals of Child Study, Thorndike, Educational Psychology, in addition to preparing reports on Monographs and the current Educational literature.

This course will be given during the Winter and Summer Quarters only.

4. EXPERIMENTAL PSYCHOLOGY.—Presupposes Course 2, or its equivalent. The class will be limited to a small number. Typical experiments will be performed in perception, sensation, association, memory, attention, etc. Daily reports of laboratory work will be required.

This course will be given in the Spring and Summer Quarters of 1911.

5. PSYCHOLOGY OF CHILDHOOD.—This course on the physical and mental development of children is supplementary to and presupposes Course 2. It is designed to present the facts of the nature and development of the mind during childhood and adolescence with special reference to their meaning for the teacher.

This course will be given during the Summer Quarter of 1911.

All courses in this department are accepted as credits for the M. Pd. and B. A. degrees.

PEDAGOGY.

MR. C. A. PHILLIPS, MR. DAVIS.

1. SCHOOL MANAGEMENT.—This course includes a thorough study of the following:

(a) The teacher;
(b) School equipment;
(c) School organization;
(d) School employments;
(e) School government and discipline.

Text Books: Bagley's Classroom Management, Dutton's School Management, Missouri School Law, and Shaw's School Hygiene.

2. PRINCIPLES OF TEACHING.—This course considers the essential general principles underlying and determining the whole educative process. Psychology 1 is required for admission.

Text Books: McMurry's Elements of General Method, and Method of the Recitation, Thorndike's Principles of Teaching, and Bagley's Educative Process.

3. SPECIAL METHODS.—This course will consider the content, aims, materials, and methods in each of the leading subjects in the elementary school curriculum. Some effort will be made to show proper correlation and co-ordination among the subjects of the common school course of study. Special attention will be given to the work in the primary grades.

4. HIGH SCHOOL PROBLEMS.—This course will consider the history, aims, and methods of secondary school teaching, also the course of study for the various classes of high schools. Each student will be expected to do the general work of the course and prepare a term paper on the high school subject in which he is specializing.

Text Books: DeGarmo's Principles of Secondary Education, Volumes I and II, Brown's The Making of Our Middle Schools.

5. SCHOOL ADMINISTRATION.—Required for graduates of first-class high schools. This course may not be taken by students who have taken Course 1. The following topics are treated: (a) The location and construction of school buildings. (b) Organization and gradation of schools. (c) Problems of classroom management. (d) The school board. (e) The principal and special supervisors. (f) The superintendent. (g) The school and the community.

Text Books: Gilbert's The School and Its Life, Chancellor's Our Schools, Shaw's School Hygiene, Bagley's Classroom Management, N. E. A. Reports, United States Commissioner of Education Reports, Volumes of Education, Educational Review, School Review, and Dutton and Snedden's Administration of Public Education in the United States.

6. SUPERVISION OF INSTRUCTION. — To get the proper point of view for the observation and criticism of instruction, the first part of the course will be devoted to the study of the principles and aims of education. The second part will be devoted to observation and criticism of lessons as taught in the Training School and Normal. The third part will be taken up with some of the supervisor's important problems, such as (1) Retardation of pupils; (2) Elimination of pupils; (3) Methods of promotion; (4) Vital school statistics; (5) Estimating the worth of the teacher. The course is open to principals, superintendents, and others preparing for the work of supervision.

7. HISTORY OF EDUCATION.—Two quarters required. During the first term a detailed study will be made of Oriental, Greek, Roman and Medieval schools. The second term's work will consist of a special study of the great reformers during the modern period, such as Comenius, Rousseau, Pestalozzi, Herbart, Froebel, and Horace Mann. The course will close with a brief study of modern school systems, in which the schools of Germany, France, England, and the United States will be studied comparatively.

Text Books: Monroe's Text Book in the History of Education, Hoyt's Studies in the History of Modern Education, Hughes' The Making of Citizens, Dexter's The History of Education in the United States, Brown's The Making of Our Middle Schools, Russell's German Higher Schools, Graves' History of Education Before the Middle Ages.

8. SOCIOLOGY.—This course will consist of lectures, recitations, and reports, and in a general way will consider the origin and nature of society, and the fundamental social problems. Among those considered will be the family, the church, the state, the social aspects of industrial organizations, and the social functions of the school.

9. ETHICS.—The course consists of three parts. First, a brief historical survey of the ethical teachings of a few of the world's greatest philosophical thinkers; second, starting from psychology, the facts of the moral nature are considered, and ideals of conduct and character are discussed; third, the work of the teacher in this field is examined, and the way in which different subjects of the curriculum may contribute toward moral development is considered.

NOTE.—Courses 4, 6, 8, and 9 may be used for advanced degrees.

TRAINING SCHOOL.

MR. CRISSMAN, MISS HINTON, MISS BRUNNER,

MISS DRYER, MISS TODD, MISS LYFORD.

The Training School performs a double function. First, it is a model school where students may observe the practical application of fundamental educational laws. The teachers of this department are selected because of their special fitness for supervising the work of students and teaching in their respective grades. Second, it is a school for the training of teachers by actual practice in the work of the school room. The aim is to give a systematic training in the application of the principles of psychology and pedagogy to the art of teaching children. No amount of teaching experience can compensate for a course in a well organized teachers' training school. The student has an opportunity to begin his teaching under the direction of a careful critic. By wise direction the student is enabled to escape many of the mistakes of the untrained teacher.

Nothing is done that in any way tends to hamper the individuality of the student. On the contrary, every effort is put forth to give full play to the student's originality. We do not wish students to have the indeli-

ble impress of this institution upon them as distinct from all others. On the contrary, the plan is to develop resourcefulness and adaptability in the students. The success of the teacher is often measured by his degree of adaptability to the conditions of his school environment.

We believe that the interests of the child constitute the most important consideration in all school work. This is as true of the Training School as of any other school. Whatever serves the best interests of the child best fulfills the purpose for which the school was organized. By instituting the model school idea co-ordinate with the training school idea the ultimate purpose of public school education becomes more deeply impressed on the minds of student teachers.

There are High School, Grammar, Intermediate, Primary, and Kindergarten departments in the school and students are assigned to teach in departments best suited to their needs.

1. ELEMENTARY TEACHING.—This is a course in observation, criticism, plan writing and such teaching as opportunity affords. The Superintendent and all Supervisors will teach illustrative lessons. The range of subjects taught will comprehend practically all of the work offered in grades one to ten inclusive. All lessons will be discussed under the direction of the Supervisor, and each student teacher will be required to write a plan for the teaching of such lesson. This course is required of all candidates for the Regents' Certificate.

Prerequisites: Psychology, Course 1, and Pedagogy, Course 1.—Graduates of first-class high schools may take these courses and Elementary Teaching at the same time.

2. ADVANCED TEACHING. — This is a course in Teaching in one of the departments of the Training School. Every lesson taught must have very careful preparation.

A written plan must be submitted to the Supervisor for criticism before the recitation. Practically every class exercise will be observed and criticised by the Supervisor.

Required of all students for the Life Diploma.

Prerequisites: Psychology, Courses 1 and 2, Pedagogy, 1 or 5, and 2, and at least two Teachers' Courses.

3. ADVANCED TEACHING.—This course is a continuation of Advanced Teaching 1. Special emphasis is placed not only on the management and conduct of the recitation, but on teaching children how to study, and on the planning of material for courses of study in the subject taught. This course is required of all students for the Life Diploma.

Prerequisite: Course 2.

4. PRIMARY METHODS.—This course is offered for those who are taking the special primary work and is required of those in the Specializing Course for Primary Grades. It consists in a study of the several subjects in the primary grades with special reference to the teaching of these subjects through occupational work. This course is open to students in the Junior year of the Life Certificate Course and must be preceded by Psychology, Course 1, and Pedagogy, Course 2.

5. PRIMARY METHODS.—This course is a continuation of Course 4, and must be preceded by it.

6. KINDERGARTEN THEORY.—Kindergarten Gifts, 1 to 5; study of Froebel and "Mother Play"; Short Stories; Harrison's "Child Nature Study"; Handwork—sewing cards, weaving, and card-lacing.

Prerequisites: Psychology, Course 1; Pedagogy, Course 1.

7. KINDERGARTEN.—Kindergarten Gifts, completed; study of Wiggin and Smith's books on "Principles of Practice," "Occupations" and "Gifts"; Song stories,

games and songs; Handwork—folding, cutting, tearing, drawing.

Prerequisite: Course 6.

8. KINDERGARTEN. — "History of the Kindergarten," Vandewalker; Program work; Advanced Mother Play; Preparation of supply lists; Advanced handwork —doll houses, clay modeling and stencil work.

Prerequisite: Course 7.

9. KINDERGARTEN TEACHING. — Gift and game work, observation, monitorial work.

Prerequisite: Course 6.

10. KINDERGARTEN TEACHING.—Occupation work, beginning story-telling, music and rhythm work, observation.

Prerequisite: Courses 7 and 9.

11. KINDERGARTEN TEACHING.—Students are required to take full charge of the entire work of the kindergarten and work out any problems which may be assigned.

Prerequisites: Courses 8 and 10.

SPECIALIZING COURSES.

Students desiring to specialize must satisfy the conditions stated on page 54.

Primary Teachers.

For students who wish to become Primary Teachers the following course has been outlined. Those completing this course will receive the regular Normal Diploma marked "Special Primary Course."

JUNIOR.	SENIOR.
Psychology, Courses 2 and 3.	Pedagogy, Course 7.
Pedagogy, Course 2.	Training School, Courses 6, 7, 9, and 2 and 3.
Teachers' Course, one quarter.	Drawing Course 3.
English, Courses 8 and 16.	English, Course 21.
Training School, Courses 4 and 5.	Academic Elective, one quarter.
Greek Mythology,	Physical Education, Course 6.
Biology, Course 3.	Pedagogy, Course 3, or
Manual Training, Course 1.	Physiology, Course 6.
Drawing, Course 1.	
Music, Course 1.	

The superintendent of the Training School is patron and all electives and substitutions must be approved by him.

Those students desiring to enter the Primary Course should be able to sing and play the piano reasonably well. In case they are unable to play and sing when they enter the Normal it is desirable that they take special work in music during the two years of the course.

Kindergarten Teachers.

The following course is outlined for those who desire to specialize in the work of the Kindergarten. The prerequisites of this course are those required for Elementary Teaching. (Training School Course 1.) Students desiring this course *must be able to sing and play the piano reasonably well.* If they have not had such special musical training the work must be done before completing the course. The subjects suggested are as follows:

JUNIOR.	SENIOR.
Psychology, Course 2.	Psychology, Course 3.
Pedagogy, Course 2.	Pedagogy, Course 7.
Academic Electives, two quarters.	Teachers' Course, one quarter.
Teachers' Course, one quarter.	Academic Electives, two quarters.
Training School, Courses 6, 7, 8, 9.	Greek Mythology.
Manual Training, Course 1.	Training School, Courses 4, 5, 10, 11, and 2.
Drawing, Course 1.	
Music, Course 1.	

The superintendent of the Training School is patron. All electives and substitutions must be approved by him.

Special Course for Supervisors.

Because of the increasing demand for teachers who are capable of supervising the work of any department in the public schools this course is offered to a limited number of applicants. It consists in at least thirty-six weeks of work in the Training School, in addition to that required for the diploma, assisting the regular supervisors in making outlines of courses, teaching classes for observation, criticising subject and lesson plans and making a special study of constructive criticism. The superintendent of the Training School and the head of the department in which the student is specializing are the patrons for this course.

AGRICULTURE.

PROFESSOR HOOVER, MR. H. A. PHILLIPS.

1. AGRICULTURE.—This course occupies two quarters.

1a. The work of the first quarter comprises:

A Close Study of Soil: (1) Origin and Formation, including the common minerals and rocks—quartz, feldspar, mica, horn-blende, granite, syenite, limestone and gypsum. (2) Its physical analysis. (3) Its specific gravity. (4) Soil Water—its movements and conservation. (5) Culture Experiments with various kinds of soil and Chemical Fertilizers.

Grains: (1) Botany of oats, wheat, corn and barley. (2) Corn judging. (3) Grading of grains.

1b. The work of the second quarter comprises:

Grasses and Other Forage Plants: (1) Their botany. (2) Their use, and the per cent of their digestible nutrients.

Horticulture: (1) Grafting and Budding. (2) Cuttings. (3) Spraying—*a*: For fungus diseases; *b*: For insect pests.

Insects: (1) Typical beetles, bugs, butterflies, and moths. (2) Development of insects from eggs and larvæ. (3) Beneficial and injurious insects.

Live Stock: (1) Judging beef and dairy cattle by conformation. (2) Milk testing for butter-fat and other solids. (3) Judging horses (light and heavy). (4) Well balanced rations for man and beast. (5) Testing foods for sugar, starch, protein, and for preservatives and adulterants.

As far as possible, living plants and animals are studied. There are no dissections of animals.

Students are expected to make diagrammatic drawings of the things studied throughout the course.

The laboratory work is designed to cover every part of the course and provides opportunity for practical work and demonstration on every subject studied. Several hundred dollars' worth of apparatus and charts has lately been added to our already large outfit, which also includes valuable collections of minerals, woods, insects, agricultural products. Garden work throughout the entire course.

2. ADVANCED AGRICULTURE. — A three quarters' course, to which Course 1 is a prerequisite. A working knowledge of Chemistry will be very helpful.

2a. The first quarter will be given to the study of Bacteria. A good laboratory has been equipped for this purpose.

2b. The second quarter will be given to the analysis of foods.

2c. In the third quarter a study of soil physics is given.

3. GEOGRAPHY.—This is a review course for teachers who expect to pass a county examination in the subject.

A. Change of seasons: B. Winds, tides, and ocean currents. C. The prevailing winds and the two great oceans west of America and Europe, and the effect of these factors in modifying the climate of the western part of each country, respectively. D. Home Geography:—(a) The contents of a grocery store. (b) A view from the roof of the Normal building. (c) Excursion to Pertle Springs Lakes—topographic map of local stream. (d) Trees on the Campus and in the vicinity. (e) Making and reading weather map, with daily observations of barometer and directions of the wind. (f) Cyclonic storms and their movement across the continent.

Lectures will be illustrated with lantern views, and a full complement of charts.

4. TEACHERS' COURSE IN GEOGRAPHY.—This course is intended for students who expect to teach the subject in rural schools or in the grades of city schools, or who expect to have supervision over those who do the teaching.

It includes the reading of the barometer, the psychrometer and the wind gauge.

Map-drawing, map-modeling and the use of Geography in connection with History are all carefully worked out.

A suggestive outline in home Geography is a part of the course.

The best preparation for teaching Geography is to know the subject well. As an example of what the teacher should know, students in this class will be expected to make an intensive study of North America and this will embrace the following points:

A. Physiographic features.

B. Climate, including the prevailing winds and the influence of large bodies of water.

C. Natural products.

D. Agricultural products.

E. Development of commercial cities.

F. Commerce, both domestic and foreign.

A limited time will be given to the study of Europe and Asia.

Lectures will be illustrated with lantern views, and a full complement of charts.

5. INTRODUCTION TO PHYSICAL GEOGRAPHY.—One Quarter. This is purely an elementary course, and is given in the ninth grade, first year of the *Preparatory Course.*

6. PHYSIOGRAPHY.—One Quarter. This course is intended to fit students for teaching the subject in a

two years' high school. It should be taken in the *Freshman* year, and, with two quarters of Agriculture, completes a unit of science.

7. ADVANCED PHYSIOGRAPHY.—An elective course of two quarters. It is intended as a preparation for teaching Physiography in a four years' high school.

In all the courses the students are expected to do field and laboratory work. In Courses 5, 6 and 7 lantern slides will be used to illustrate physiographic features in mountain, stream and plain formation.

The department has standard instruments for the study of air pressure, relative humidity, velocity of wind, etc.

BIOLOGY.

MR. STIGALL.

1. GENERAL BIOLOGY.—A general course, covering the work of three quarters, for those who have had little or no work in biological subjects. It includes a detailed study of the structure of representative plants and animals, together with such study of the physiology and life-history of plants and animals as may be possible in the time.

This course runs through the fall, winter and spring quarters; and all three quarters included in it are given in the summer quarter.

2. ADVANCED BIOLOGY. — A course planned especially to help those who are preparing to teach biology in the high schools. It consists of three quarters of work, divided as follows:

2a. *Full Quarter.*—Entomology, including a study of the structure and life-history of the principal orders of insects found in this region.

2b. *Winter Quarter.*—Plant Anatomy, dealing with the structure of the higher plants. This course consists chiefly of microscopic work.

2c. *Spring Quarter.* — Vertebrate Anatomy, embracing a detailed study and comparison of the structure of representatives of the classes of vertebrate animals.

Course 2 is open to students who have had Course 1 or its equivalent. The three courses included in Course 2 are independent of each other; and students may take all or any one of them without reference to the others.

3. NATURE STUDY.—This is a Teachers' Course designed primarily for those who are expecting to teach children in the grades. Its purposes will be to give familiarity with the world of living things, which is so full of interest to the active child, and to work out helpful methods of presenting this material to the child. The course will include studies in laboratory and field and books of such things as common birds, their nesting habits, songs, haunts; lives of familiar insects, bees, grasshoppers and others; flowers and fruits of woods and fields and gardens; some common trees, etc. In the course the student is to acquire a speaking acquaintance with common things, to learn some of the hows and whys of familiar phenomena, and, it is hoped, to deepen his sympathy and interest with the world of out-of-doors, and through these things to gain something material and spiritual which will help him to teach the child about this out-of-doors in such manner as to make life fuller and better for both child and teacher.

This course is open as an elective for juniors and seniors.

CHEMISTRY AND PHYSIOLOGY.

MR. WALTERS.

CHEMISTRY.—Two years of work are offered in Chemistry as follows:

1. GENERAL CHEMISTRY.—This course is planned for Freshmen and Sophomores, and is in all respects the equivalent of the year of Chemistry offered in our best high schools.

1a. *First Quarter.*—Study of important non-metals and their compounds. Valence and the various kinds of chemical interaction. Equation writing, simple chemical interactions, etc.

1b. *Second Quarter.*—Continuation of 1a. Methods of determination of equivalents, molecular weights, and atomic weights. Chemical theories. In both 1a and 1b two hours per week of laboratory work are required. This is illustrative of the work in class and is to a large extent quantitative.

1c. *Third Quarter.*—Study of metals and the general problems of Industrial Chemistry. The work of this quarter is in general an answer to this question: How are the elements and compounds supplied by Nature converted into such forms as are useful to man? The laboratory work of this quarter consists largely in the preparation and purification of metallic compounds. McPherson and Henderson's Elementary Chemistry and Newth's Inorganic Chemistry are used as texts in the first year's work.

2. QUALITATIVE ANALYSIS.—Students having had Chemistry Course 1 or its equivalent are eligible to this work.

2a. *First Quarter.*—Methods of Qualitative Analysis. Separation and detection of bases. Most of the work in this course is carried on in the laboratory, two hours per day being required.

2b. *Second Quarter.*—Continuation of 2a. Analysis of acids.

3. ORGANIC CHEMISTRY.—General survey of field and consideration of the organic compounds of everyday life. Daily recitations with two hours per week of illustrative laboratory work. Students in Domestic Science may elect this work without first taking Course 2.

PHYSIOLOGY AND HYGIENE.—This work is given in three courses of one quarter each, as follows:

4. PHYSIOLOGY REVIEW.—For those who have had only the Physiology of the grades and who take Physiology before taking Biology 1 and Chemistry 1. A rapid review of entire subject.

5. TEACHERS' COURSE IN PHYSIOLOGY.—For those who have had high school Physiology or who take Physiology after completion of Biology 1 and Chemistry 1. Required for Regents' Certificate. Text: Walters' Physiology and Hygiene for Secondary Schools.

6. TEACHERS' COURSE IN HYGIENE.—Teaching efficiency depends as much upon health as upon a knowledge of subject matter, and many teachers fail because they are unable to keep well while teaching. One aim of this course is to aid teachers in solving the problems of health as they pertain to life in the school room. The course includes the following and other topics: Special hygiene of the nervous system, hygiene of sedentary occupations, prevention of diseases of metabolism, the eye in its relation to the health, school hygiene and sanitation, detection and prevention of infectious diseases, and eye and ear testing of school children. Junior and Senior elective.

NOTE:—As a special problem in the course in Hygiene, Mr. Walters has taken up the study of eye defects in their relation to the health in general and to school work in particular. During the past year he has made numerous studies both of normal and of abnormal eyes and his suggestions relative to the wearing of glasses

and to the proper use of the eyes have proved helpful to quite a number. The department is equipped with a complete trial case and with other apparatus for eye testing and students having trouble of the eyes are invited to avail themselves of these examinations.

ECONOMICS.

MR. MORROW.

The work in this Department deals with questions that have to do with human welfare—with problems of flesh and blood. It is pre-eminently a training for citizenship. Many of the economic evils of modern society need, more than anything else for their eradication, correct thinking on the part of the average man.

In the various courses offered, extensive use will be made of Government statistical reports and other public documents, maps, charts, and current literature bearing on Economic questions, as well as our general reference library on Economics and kindred sciences.

Special reports will be required, present-day problems will be closely studied and individual research will be encouraged and promoted by every available means.

History, Courses 3 to 8 inclusive, or their equivalent, are prerequisites for work in this Department.

1. GENERAL ECONOMICS.—A course intended to give the student a knowledge of Economic organization and processes; an intelligent interest in Economic questions and policies; the ability to think clearly, independently and fairly on politico-economic questions; and a desire to help secure economic justice.

Text: Ely's Principles of Economics, Rev.

1a. *First Quarter.*—Introduction to the study of Economics, Consumption, Production.

1b. *Second Quarter.*—Value and Exchange, Distribution.

1c. *Third Quarter.*—Relation of the State to Industry, Public Finance, History of Economic Thought.

2. ECONOMIC HISTORY.

After a brief consideration of the Industrial Revolution in England, the greater portion of this Course will be devoted to a study of the industrial development of the United States.

Text: Bogart's Economic History of U. S.

3. ECONOMIC GEOGRAPHY.

A study of the most significant geographical facts touching commerce and industry. Institutional influences will also be made prominent.

Text: Trotter's Geography of Commerce.

4. PUBLIC FINANCE.

Open to those who have completed Course 1 or its equivalent.

A course dealing with the principles of taxation, public expenditures, public revenues (Federal, State and Local), and the proper relation of the State to Industry.

Text: Plehn's Introduction to Public Finance.

5. HISTORY OF ECONOMIC THOUGHT.

Open to those who have completed Course 1 or its equivalent.

The work of this course will consist chiefly of a careful examination of the writings of the most prominent Economists from Adam Smith to the present, with the purpose of discovering the basis upon which has been builded the more satisfactory Modern Economic Theory and bettering present theory as a basis for future development.

ENGLISH LANGUAGE AND LITERATURE.

MR. COULTER, MISS BALL, MR. MARTIN, MISS COLEMAN, MR. HILL.

Normal Preparatory Course.

1. LITERATURE, GRAMMAR AND COMPOSITION.

This is a course in literature, composition and grammatical analysis, covering the work of three quarters.

The reading is from Irving, Longfellow, Dickens, Franklin, Scott and Goldsmith. In the composition work, emphasis is placed upon the handling of material in brief narrative form.

The work in analysis is done in connection with the themes, and is intended to show the student his weaknesses in expression, and effective methods of correction.

2. AMERICAN CLASSICS.

Course 1 is prerequisite. The primary aim in this course is to improve the student's power of getting thought from the printed page. Weekly themes are required.

This course is given only in the Summer Quarter.

3. LITERATURE, COMPOSITION AND RHETORIC.

Three Quarters. Reading of four to six authors each quarter. Narrative, descriptive and expository devices studied. Themes in the form of story, description and criticism of authors read.

Normal Course.

4. HISTORY OF ENGLISH LITERATURE.

Two Quarters. *Freshman.* A course in the development of literary forms and ideals.

5. SHORT-STORY.

One Quarter. *Freshman.* Reading of a few of the best short stories, study of the principles of short-story writing, and writing of a few short stories.

[Courses 4 and 5 are for freshmen who do not elect a foreign language.]

6. AMERICAN LITERATURE.

Two Quarters. *Sophomore.* Courses 1-4, prerequisite. This course presents the American writers not only as artists and producers of literature, but also as thinkers and leaders of thought in their times. It is an introduction to the history of the development of culture in America.

7. REVIEWS.

One Quarter. *Sophomore.* Sentence and theme structure, and literature. Required of all candidates for a Regents' Certificate.

Electives.

8. COMPOSITION.

Two Quarters. One quarter will be required of students whose composition is lacking in form or accuracy, before a grade is given in any of the literature courses.

9. THE HISTORY OF ENGLISH LITERATURE (Advanced Course).

Two Quarters. For graduates of approved high schools, and for students who did not elect English in the Freshman year.

10. HISTORY OF THE ENGLISH LANGUAGE.

This course presents the origin and development of the English language. Some attention is given to historical grammar. Selections are read from Chaucer, Spenser and the King James version of the Bible.

11. SHAKESPEARE.

Courses 6, 7, 4 or 9 prerequisite.

Intensive study of a few plays, with wide reading.

12. MILTON AND THE CAROLINE POETS.

Courses 6, 7, 4 or 9 prerequisite.

13. VICTORIAN POETS.

A close study of the characteristics of the literary movement which centers around the middle of the nineteenth century.

14. AMERICAN POETS.

Course 5 prerequisite. This course is intended to supplement the work of Course 5, and to give thorough and accurate knowledge of the greater American poets.

15. PRINCIPLES OF CRITICISM.

Required for admission to this course, Course 9 and one of the following: 11, 12, 13 or 14.

16. PRINCIPLES OF LANGUAGE.

A Teachers' Course, open to Juniors and Seniors and to experienced teachers of English. It is the aim in this course to present the principles of Language Analysis, and to give the student sufficient mastery of them to be independent of text books. Some attention is given to the pedagogy of grammar.

Special and Graduate Courses.

Courses 9, 10, 11, 12, 13, 14 and 15 may be elected for credit by students working for an advanced degree.

17. THE ENGLISH NOVEL.

Two Quarters, which may be elected separately. The course gives a complete view of English prose fiction. The work of the first term closes with Scott. The second term presents the nineteenth century novel after Scott.

18. Browning.

19. Wordsworth and the Lake Poets.

20. Tennyson.

21. Juvenile Literature.

A course in the history of Juvenile Literature, the analysis and adaption of stories to the grades, and story-telling for children.

FRENCH.

MISS WILLIAMS.

At least three quarters' work must be taken to count toward graduation.

1. Elementary French.

In this year's work, careful drill is given in pronunciation and the principles of French grammar. From 300 to 400 pages of French are read.

1a. *First Quarter.*—Fraser and Squair's French Grammar, Lessons I-XX, and the regular verbs. Reading, Mairet's *La Tache du Petit Pierre.*

1b. *Second Quarter.*—Reading from Aldrich and Foster's *French Reader* and Halevy's *L'Abbe Constantin.* Dictation exercises and conversation based on texts.

1c. *Third Quarter.*—Fraser and Squair, Lessons XX to XL. Twenty irregular verbs. Reading, Dumas' *La Tulipe Noire,* or the equivalent. Composition and conversation.

2. Second Year French.

Prerequisite: Course 1.

In this year's work, the composition and grammar of the first year are continued. From 600 to 700 pages of French are read. Considerable attention is paid to sight translation.

2a. *First Quarter.*—Composition and conversation based on the texts read. The remaining important irregular verbs. Classics read: Corneille's *Le Cid,* Moliere's *L'Avare. Le Voyage de M. Perrichon* is read outside of class and a resume of it is handed in in French.

2b. *Second Quarter.*—Conversation and reading. Classics read: Moliere's *Le Misanthrope* and Daudet's *Tartarin de Tarascon.* Labiche and Martin's *Poudre aux Yeux* read outside of class and reported on in French.

2c. *Third Quarter.*—Conversation and composition. Classics read: Bazin's *Les Oberle,* Hugo's *Les Miserables.* Another classic is read outside of class and reported on in French.

3. THIRD YEAR FRENCH.

Three Quarters. Prerequisite: Course 2. History of French Literature since the sixteenth century. Selections are read from Corneille, Moliere, Racine, Madame de Sevigne, Madame de Lafayette, Voltaire, Hugo, de Musset, Daudet, Rostand.

4. THE CLASSIC FRENCH DRAMA OF THE SEVENTEENTH AND EIGHTEENTH CENTURIES.

Three Quarters. Authors read: Corneille, Racine, Moliere, Lesage, Voltaire, Beaumarchais and others.

Prerequisite: Course 3.

5. NINETEENTH CENTURY FRENCH LITERATURE.

Three Quarters. Prose, poetry and drama of the nineteenth century. Especial attention to the Romantic Drama.

Prerequisite: Course 3.

6. MODERN FRENCH NOVELISTS.

Three Quarters. Authors read: Hugo, DeVigny, Flaubert, Zola, Maupassant, Daudet and others.

Prerequisite: Course 3.

GERMAN.

MISS WILLIAMS.

At least three quarters' work must be taken to count toward graduation.

1. First Year German.

The aim of this year is to give the student a good pronunciation and to ground him thoroughly in the elements of German grammar. Reading will be selected from beginning readers and easy stories.

1a. *First Quarter.*—Vos. Essentials of Grammar. Lessons I-XV.

1b. *Second Quarter.* — Vos. Lessons XV-XXVI. Super's Elementary Reader, conversation and dictation. Memory work.

1c. *Third Quarter.*—Vos finished. Conversation, composition and dictation based on stories in Super. Constant drill on declensions, conjugations and word order. Memory work.

2. Second Year's Work.

Prerequisite: Course 1.

In this year, grammatical forms are constantly reviewed and more difficult work in composition is required. At the same time, the student begins the study of German Literature as such.

2a. *First Quarter.*—Composition and conversation based on Harris's German Composition. Von Hillern's *Höher als die Kirche* read.

2b. *Second Quarter.*—Composition and conversation. Classics read: Schiller's *Der Neffe als Onkel* and Hauff's *Tales.*

2c. *Third Quarter.*—Composition and conversation. Classics read: Schiller's *Wilhelm Tell,* and Moser's *Der Bibliothekar.*

3. THIRD YEAR'S GERMAN.

Prerequisite: Course 2.

This course calls for more extensive and rapid reading, with frequent exercises in sight translation and short papers in German. The reading includes selections from Schiller, Goethe, Lessing, Heine, Freytag, Baumbach and Storm.

4. SCHILLER AND HIS TIME.

Prerequisite: Course 2.

An intensive study of Schiller's best known plays and poems, his life and his relations to his contemporaries.

5. GOETHE AND HIS TIME.

Prerequisite: Course 3.

An intensive study of Goethe's best known works, his life and his relations to his contemporaries.

6. MODERN GERMAN LITERATURE.

Modern dramatists and novelists studied.

Prerequisites: Courses 1, 2 and 3.

7. TEACHERS' COURSE.

This course includes a discussion of methods and an examination of text-books, grammars and readers.

HISTORY.

MR. DEMAND, MISS RUNYON, MR. BASS, MR. MCCLURE.

1. HISTORY OF THE UNITED STATES.

A review course for those desiring to prepare for County Examinations. Text: McLaughlin's American Nation.

2. CIVICS.

A review course for those desiring to prepare for County Examinations. This course is designed to give

an outline of the government of both the state and nation. Text: Lansing and Jones' Government.

Normal Preparatory Course.

(These courses must be taken in the order named.)

3. ORIENTAL HISTORY.

Text Books: Botsford and Maspero. A study of the development of organized governments, industries and manners and customs of life in the Nile and Tigris-Euphrates Valleys.

4. THE HISTORY OF GREECE.

The essentials of the History of Greece through the life of Alexander. Botsford is used as text, and the library for reference reading, and reports.

5. THE HISTORY OF ROME.

The essentials of the History of Rome and the beginnings of the Barbarian Kingdoms. Botsford used as text, and library as in previous courses. Especial attention paid to teaching methods of study and investigation.

6. MEDIAEVAL HISTORY.

The work is based on Robinson as text. Great events, such as the Hundred Years War, the Reformation, and tendencies of the time leading to the French Revolution, are developed with the aid of reference books.

7. MODERN HISTORY TO THE FRENCH REVOLUTION.

The work is based on Robinson as text. Great events, such as crusades, feudal system, etc., are developed with the aid of reference books.

8. MODERN HISTORY TO PRESENT TIME.

A survey of the main events of History since the Reformation, based on Robinson's texts and library references.

Normal Courses.

9. American History and Government.

A general survey of American History from the discovery to the present, including an outline of the government of the state and nation. This is the regular course prescribed by the Course of Study and covers three Quarters' work. Texts: Caldwell & Persinger's Source History of the United States and the Epochs of American History.

This Course, or its equivalent, must precede all advanced Courses in American History.

10. English History.

Two Quarters. The work is of a more intense nature than heretofore. Cheyney's text is followed, but a great deal of work is done from outside research. Such subjects as the Jury System, Power of Parliament, etc., are developed from outside reading in source and reference books. If the student intends to specialize in history, this course should precede Course 9.

Advanced Courses for Juniors, Seniors and Graduates.

11. Colonial History.

Particular attention is given to the beginnings and growth of settlements and to the development of colonial government. In addition to lectures and text books, collateral reading and topics will be required. *Fall Quarter.*

12. Slavery and Reconstruction.

A discussion of the rise and growth of the plantation system and the use of unfree labor in the South and the consequent social and political conflict of the sections. As far as possible, source materials will be used. Lectures, quizzes and topics. *Winter Quarter.*

13. EXPANSION.

A study of the territorial growth of the United States and problems arising therefrom. Lectures, research work and quizzes. *Spring Quarter.*

14. DIPLOMATIC HISTORY OF THE UNITED STATES.

Especial attention is given to the actual negotiations between the United States and foreign countries, of diplomatic problems and international law so far as it has affected, or has been affected, by the United States. *Summer Quarter.*

15. CONSTITUTIONAL HISTORY OF ROME.

A study of the growth of the Roman constitution based on a knowledge of the narrative History of Rome.

Chief Texts: Granrud and Taylor.

16. HISTORY OF THE NINETEENTH CENTURY.

The course will begin with a survey of the French Revolution and the Napoleonic Era, to show how these periods affected all European countries. The development of governments during the last century, the Industrial Revolution, the Expansion of Europe in a new colonial era, are subjects for special study. Text, Robinson's Development of Modern Europe.

17. ADVANCED EUROPEAN HISTORY.

A study of Mediaeval Institutions and the Reformation from the sources and extended histories. Prerequisite: Mediaeval and Modern History.

18. ADVANCED EUROPEAN HISTORY.

Periods of the Reformation and the French Revolution. Sources and library references used in the preparation of topics and papers.

19. ADVANCED EUROPEAN HISTORY.

Comparative study of Governments of Europe. Same methods as in Course 17. France and Germany are used

as a basis for comparison and for studying the life of the people with reference to new ideas of government.

20. CONSTITUTIONAL HISTORY OF ENGLAND.

A study of the growth of English Institutions. Lectures and topics. Open to students who have completed the first course in English History or its equivalent.

21. METHODS OF TEACHING HISTORY.

This course will include subject matter and methods for the study of history in Grade and High Schools. Special attention will be given to the use of illustrative materials, devices for impressing facts and methods of organizing these in an orderly way.

LATIN.

MISS YEATER, MISS MILLER.

Two years of Latin are necessary if Latin is to be used in the final sum of credits for certification or graduation. These may be taken during any two years in the course. It is urgent that the second year be taken immediately after the first. Four years constitute the regular Latin Course. Five years of Latin and some Greek are expected of students who wish to be recommended as Latin teachers.

1. BEGINNING LATIN.

1a. *First Quarter.*—Gunnison & Harley's Beginning Latin Book. Lessons 1-25.

1b. *Second Quarter.*—Gunnison & Harley's Beginning Latin Book. Lessons 25-50.

1c. *Third Quarter.*—Gunnison & Harley's Beginning Latin Book completed. Outlines of Latin Grammar, published by the department, are used throughout the year.

2. REVIEW OF BEGINNING LATIN.

For students who are taking this as the last quarter of Course 1, the credit is 1-3 unit. For students who have no credit in Latin in this school and are taking it as a review, the credit is 1 unit.

The texts used are the same as in Course 1.

3. CAESAR AND PROSE COMPOSITION.

Attention throughout this course is given to syntax and to sentence structure.

Allen & Greenough's Caesar. Bennett's Grammar.

3a. *First Quarter.*—Book I.

3b. *Second Quarter.*—Twenty-five lessons in Abbott's Prose Composition, Book II.

3c. *Third Quarter.*—Books III and IV.

4. ADVANCED LATIN GRAMMAR AND PROSE COMPOSITION.

Prerequisites, Courses 1 and 3. The writing of illustrative Latin sentences continues throughout both quarters.

Jones' Latin Prose Composition, Bennett's Latin Grammar, Outlines of Latin Grammar, published by the department.

4a. *First Quarter.*—A thorough study of forms and their development. The syntax of the verb.

4b. *Second Quarter.*—The syntax and classification of the noun and pronoun.

Given in the Fall and Winter Quarters.

5. SALLUST'S JUGURTHA.

Prerequisite, Course 4. A finished English translation is required, together with a study of the peculiarities of Sallust's style. Chase & Stuart's Sallust.

Given in the Spring Quarter.

6. CICERO'S ORATIONS AGAINST CATILINE AND FOR THE POET ARCHIAS.

Two Quarters. Prerequisite, Course 4. A detailed study of Cicero's style, sentence structure and syntax, also of his life and character. D'Ooge's Cicero.

Given in the Winter and Spring Quarters.

7. VERGIL'S AENEID.

Prerequisite, Course 4.

7a. *First Quarter.*—Book I with a detailed study of scansion, syntax and figures.

7b. *Second Quarter.*—Books II, III and IV.

7c. *Third Quarter.*—Books V and VI, with a study of the entire poem as a literary classic. Fairclough and Brown's Vergil.

8. TACITUS—GERMANIA AND AGRICOLA.

Attention is given to the author's style and to the literary and historical value of his work. Gudeman's Tacitus.

Given in Summer Quarter only.

9. CICERO'S ESSAYS—DE SENECTUTE AND DE AMICITIA.

Attention is given to Cicero's temperament and literary work. Rockwood's De Senectute. Price's De Amicitia.

Given in Summer Quarter only.

10. SALLUST—JUGURTHA AND CATILINE.

Attention is given to the author's style, also to a comparison of Sallust's and of Cicero's attitude toward Catiline. Chase & Stuart's Catiline.

Given in Summer Quarter only.

GREEK.

MISS YEATER.

1. BEGINNING GREEK.

White's Beginner's Greek Book is used. Three Quarters.

A classification of forms and vocabulary is prepared by the students.

2. XENOPHON'S ANABASIS.

Three Quarters. Four books are read.

A preliminary review of forms and selected lessons from Jones' Greek Prose Composition are given in the first quarter. In the third quarter from 500 to 1,000 lines of the Odyssey are read. Goodwin & White's Anabasis. Goodwin's Greek Grammar. Perrin and Seymour's Odyssey.

3. HOMER'S ILIAD.

Three Quarters. Selected passages. 5,000 lines. Scansion, Homeric forms and syntax are emphasized. Text: Sterrett's Iliad.

4. GREEK LITERATURE: HOMER'S ILIAD AND ODYSSEY.

This is a literary course in translation, supplemented by a brief survey of Greek Art. No knowledge of Greek is required.

Iliad—Lang, Leaf and Myers.

Odyssey—Palmer.

Text: History of Greek Art, Tarbell.

MATHEMATICS.

DR. SCARBOROUGH, MISS KENNEDY, MR. URBAN, MISS NICKERSON.

High school graduates and others who are ready to elect mathematics should take the subjects in the following order:

Trigonometry (1 quarter), Analytic Geometry (2 quarters), College Algebra (1 quarter), Calculus (2 quarters), Theory of Equations (1 quarter), Differential Equations (2 quarters).

Those who have already taken Trigonometry should elect Analytic Geometry in the fall and winter quarters; and, if students so desire, they may then elect Calculus for the winter and spring quarters of the same year.

A review course in Arithmetic is offered each quarter for students who are preparing for teachers' examinations. The work in Arithmetic for regular students will be given in connection with the Algebra during the first year, and students are expected to enter at once upon the courses as outlined below.

Normal Preparatory Course.

1. ELEMENTARY ALGEBRA, WITH ARITHMETIC.

This includes the mathematics given during the first year and the first quarter of the second.

The ordinary operations will be given, using at first only the simpler expressions. This will include the processes employed in the elementary treatment of such subjects as:—Addition, Subtraction, Multiplication, Division, Linear Equations, Fractions, Systems of Equations, Factoring and its application in Fractions and Equations. The equation will be emphasized throughout the course, and much practice in writing equations from the simple statements in problems will be given. Experiments in

the laboratory will be used to obtain material for problems in both Arithmetic and Algebra. Also some concrete Geometry will be introduced in the last quarter of this course.

Given every quarter.

2. PLANE GEOMETRY.

This course requires two quarters. The Mathematical Laboratory will be used in connection with the work. Prerequisite, Course 1. Given each quarter.

2a. *First Quarter.*—Books I and II.

2b. *Second Quarter.*—Books III, IV and V.

Normal Course.

3. ALGEBRA, Advanced.

Two Quarters. This course is a continuation of Course 1, and special attention will be given to the more advanced phases of the topics studied in the first course, together with the Factor Theorem, Equivalent Equations, Theory of Quadratics, Graph, Computation by means of Logarithms, and some of the elementary phases of the Binomial Theorem.

Prerequisites: Courses 1 and 2.

Given every quarter.

4. SOLID GEOMETRY.

The laboratory method will be used in much of this work. The topics usually given in a course in Solid Geometry will be included.

Prerequisites: Courses 2 and 3.

Given every quarter.

5. PLANE TRIGONOMETRY.

Much practical work will be done in connection with this course. The laboratory is supplied with a good transit and other apparatus for making all necessary measurements.

Prerequisites: Courses 2 and 3.

Given every quarter.

6. SURVEYING.

Much field work with the compass, level, and transit will be required.

Prerequisite: Course 5. Fall and spring quarters.

7. ANALYTIC GEOMETRY.

The purpose of this course is to give the pupil the geometrical interpretation of Algebra. This subject is necessary in order to appreciate the true meaning of the Graph in Elementary Algebra.

Prerequisite: Course 5.

The course requires two quarters, and classes will be organized at the opening of each of the fall and winter quarters.

8. COLLEGE ALGEBRA.

This course is designed as a preparation for higher work in mathematics, and special attention will be given to a discussion of series. *Fall and Spring Quarters.*

9. THEORY OF EQUATIONS.

This will include Determinants as well as the Theory of Algebraic Equations.

Prerequisite: Course 7.

10. CALCULUS.

Time required is two quarters, and the class will be organized at the opening of the winter quarter.

Prerequisite: First half of Course 7.

10a. *First Quarter.*—Differential Calculus, and its applications.

10b. *Second Quarter.*—Integral Calculus and its applications.

11. TEACHERS' ARITHMETIC.

This course includes a discussion of the teaching of Arithmetic, and is open to those who have taken both Algebra and Plane Geometry. *Fall and Spring Quarters.*

12. DIFFERENTIAL EQUATIONS.

Prerequisite: Course 10. Given when desired.

13. ASTRONOMY.

This includes both descriptive and mathematical Astronomy. The course is open to high school graduates.

This course is given only in the Spring Quarter.

PHYSICS.

DR. MORRIS.

1. INTRODUCTION TO NATURAL PHILOSOPHY.

There is so much in Physics that is *essential* to students of other sciences that this course is offered to meet that need at least in part. It consists of a series of lectures and demonstrations on those parts of Mechanics, Sound, Light and Heat, which will be helpful to students of Physiography, Psychology, Music and Sophomore Physiology, and to grade teachers.

Carhart and Chute's High School Physics is used as a guide.

2. ELEMENTARY PHYSICS.

This course is open to students who have some knowledge of Algebra and Plane Geometry. The work is divided between recitation and laboratory. In the recitations the principles of Physics are demonstrated and re-enforced by abundant problems and exercises. The laboratory work is largely quantitative. Millikan and Gale's text is used.

2a. *First Quarter.*—Mechanics of Solids and Fluids.

2b. *Second Quarter.*—Heat, Sound and Light.

2c. *Third Quarter.*—Electricity.

3. MECHANICS.

In this course the topics considered in the first third of Course 2 will be treated in a more extensive manner; and in addition circular motion, pendulums (simple and compound) methods of determining G, impact, moment of inertia, etc., will be considered. The aim is to treat Mechanics as a physical science. The laboratory work is based on Ames and Bliss's Manual.

Prerequisites: Course 2, or its equivalent, and Plane Trigonometry.

4. PROPERTIES OF MATTER.

This course will deal with attraction, elasticity, surface tension, fluid-pressure, diffusion, etc. The laboratory work will consist in determining the elasticity moduli, surface tension, density of air, etc.

5. HEAT.

The essential things in this course are nature of Heat, Thermal Conduction, Radiation, and Thermodynamics. Thermometry, Calorimetry and Change of State will also receive some consideration. The laboratory work is based on Ames and Bliss's Manual.

6. ELECTRICITY AND MAGNETISM.

Two Quarters. In addition to the topics formerly considered the subjects of Conduction of Electricity through Gases, Radioactivity, and the relation of matter and Electricity will receive some consideration. The laboratory work will consist in measuring Resistance, Electromotive Force, Capacity, etc.

7. SOUND AND LIGHT.

The first part of this course will consist of a study of Vibration, Wave-Motion, Resonance, Interference, etc. The work in Light will deal with the nature and velocity

of light, lenses and prisms, interference, diffraction, spectra, polarization, etc.

NOTE.—Courses 3, 4, 5, 6 and 7, are *Junior* or *Senior Electives*. They will also give credit for the A. B. degree. They are designed especially for those who wish to prepare themselves to teach Physics in the first-class high schools. Courses 3, 5 and 6 will be useful to students expecting to enter technical schools.

DEPARTMENTS OF TECHNICAL SUBJECTS.

Freshman and Sophomore credits will be allowed in these subjects as formerly.

In the General Course a total of not more than *one unit* may be elected in the Junior and Senior years, from the following departments:

COMMERCE.

MR. STAEHLING, ...

All courses except 1, 2 and 3 may be taken as Junior and Senior Electives.

The rapid growth and importance of the commercial and industrial phase of modern education has made it necessary to prepare instructors for this work to supply the demands of the high school. For this purpose the Department of Commerce exists and offers the following courses:

1. PENMANSHIP.

This study is one of the most important in the commercial curriculum and, therefore, careful attention is devoted to it. The method of instruction is such that improvement in actual writing is made from the very beginning. No time is lost in unnecessary movement drills, as such, but from the first a correlation of movement with form is effected. The instruction is based upon sound psychological and pedagogical principles with an aim of securing concrete results. Plain, legible business writing is the chief aim. Work in theory and methods is given during the last quarter and is intended for teachers.

1a. *First Quarter.*—Proper position of the body, pen and paper; material used; systematic exercises de-

veloping both movement and form; letters and simple combinations; principles of writing.

1b. *Second Quarter.*—Continuation of work of the first quarter, special attention being given to form of letters; details closely studied.

1c. *Third Quarter.*—Careful work on a model letter containing very difficult combinations of letters; movement and form carefully observed; theory of letter-form studied in detail.

2. TYPEWRITING.

The typewriter is becoming a more and more important factor in commercial work and the demand for skillful operators is ever increasing. Our work in this department is conducted scientifically and with a view of combining speed and accuracy. The "touch" method is carefully followed, and the instruction is such that produces the best results. The care and mechanism of the machine is studied, and, for those intending to teach, special work in methods and practice teaching is given.

2a. *First Quarter.*—Position of body at the machine; mastery of the keyboard; accuracy and uniformity of touch; fingering.

2b. *Second Quarter.*—Continuation of work of first quarter, paying special attention to accuracy and the development of speed; transcription of stenographic notes; mechanism of the machine, letter writing.

2c. *Third Quarter.*—Accuracy and speed writing; tabulating; carbon copying; mimeographing and the writing of special forms; mechanism of machine.

3. BOOKKEEPING.

This work in its various phases is logically and practically conducted. The work is introduced by a study of the theory of debits and credits and the simpler methods of recording business transactions. Later retail, wholesale, partnership commission and corporation ac-

counting are taken up. Banking and office practice are given great prominence.

3a. *First Quarter.*—Theory of debits and credits; principles of accounting and their application; journalizing; posting, taking trial balances, balance sheets, closing the ledger; use of commercial papers; drill in rapid calculation and short cut methods.

3b. *Second Quarter.*—Sales-book, Invoice-book, and Cash-book introduced; statements of accounts; special columns in Cash-book.

3c. *Third Quarter.*—Wholesale and Corporation accounting; special ruling; loose leaf methods and short cuts; Banking and office practice.

4. BOOKKEEPING.

This course is open only to those who are specializing in the Department of Commerce. The work is more intensive than the work of Course 3. Two periods of work per day are required.

Opportunity for practice teaching is given in this course.

4a. *First Quarter.*—In addition to Course 3a, supplementary work in balance sheets, single entry methods, and reference reading is required.

4b. *Second Quarter.* — Includes Course 3b and wholesale and partnership accounting; References.

4c. *Third Quarter.*—Corporation accounting; manufacturing; Commission; Banking; References.

5. STENOGRAPHY.

Our method of teaching shorthand is a combination of individual and class instruction with frequent blackboard illustrations resulting in a thorough mastery of the fundamental principles. The importance of this cannot be overestimated. The most effective and modern system is followed and every effort is made to give the student

as extensive a knowledge of the subject as possible. A great amount of special work and drill in stenographer's office practice, and for those intending to teach an opportunity for practice teaching is given.

5a. *First Quarter.*—Mastery of fundamental principles of stenography; work signs; phrasing; dictation exercises.

5b. *Second Quarter.*—Dictation from various phases of commercial life; close attention given to accuracy of outline, abbreviation and speed; principles carefully observed; phrasing.

6. ADVANCED STENOGRAPHY.

Advanced dictation and speed; letter writing and postal information: office practice consisting of shipping, letter press and carbon copying, filing and indexing; stencil cutting and mimeographing; general review of stenographic principles.

7. COMMERCIAL ENGLISH.

The object of this course is to give the student a knowledge of plain, usable English and how to apply it practically. Nothing can be of greater value than the ability to express ideas briefly, emphatically and courteously, and since this power can best be acquired by the actual doing of it, close attention is required. The work is introduced by a study of sentence structure, punctuation, capitalization and the proper use of words. Spelling is emphasized and made exceedingly practical since attention is paid to words actually used. Most of the time, however, is devoted to the application of English in the various phases of correspondence. Letters touching upon every situation in commercial and social life, placing particular stress upon the composition and elements of technique, are written and studied in detail. In connection with this work the important features of the Postal Rules and Regulations are observed. This

course embodies the practical information that every individual needs and therefore is most valuable.

8. Commercial Arithmetic.

Commercial Arithmetic means Arithmetic applied to the conditions actually existing. This course is designed to give a knowledge of this practical application of the subject to problems that come up in actual life. In the beginning the fundamental principles are reviewed. The field covered includes, besides other minor elements, Fractions, Quantity, Price and Cost, Bills and Accounts, Practical Measurements, Percentage and its applications to Commercial Discounts, Gain and Loss, Commission, Interest, Present Worth and True Discount, Bank Discount, Partial Payments, Equations of Accounts, Stocks and Bonds, Insurance, Taxes, Custom-house Business, Exchange, Sharing, Ratio and Proportion, and Storage. The practical phase of the work is emphasized in order to give the student the ability to work out problems for himself. The business forms used are modern and the entire work is prepared with a view of making it highly educative.

9. Commercial Law.

This course is designed to give the student a knowledge of the fundamental rules that govern and underlie commercial transactions, thus enabling him to avoid legal complications and, in case of necessity, to know when to consult legal advice. The chief aim is to present in a clear and comprehensible manner the principles governing Contracts in general, Sale of Goods, Bailments, Insurance, Credits and Loans, Contracts of Guaranty, Negotiable Instruments, Agency, Partnership and Joint Stock Companies, and Real and Personal Property. Practical discussions are taken up in class.

10. History of Commerce.

A study of this phase of commerce presents to the

student in a broad way the development of commercial relations from the earliest times to the present. The student acquires a knowledge of the earliest trade relations and the routes between countries, the development of these routes, the reasons for these developments, and above all, to trace from the past the influences resulting in the commercial supremacy of certain individual nations, and to determine the possible trend of trade in the future. The work of the text is supplemented by lectures, collateral readings, maps and atlases.

11. Commercial Geography.

This branch of work is closely related to Commercial History and Industrial Geography, and to a great extent is correlated with them. In a strict sense, this course deals with the chief commodities of commerce, their source of production, rank of importance in the world's trade, and the amount and value of the production of each. The important countries influencing the world's trade are studied with reference to their absolute and productive areas, topography, natural resources, value and character of productions, transportation facilities, position with reference to other countries and the world's highways, rank as a commercial nation and their possible future advancement. With these points in mind the United States is studied in detail. Outline maps, atlases, reference books, government reports, and bulletins offer a larger source of information and make the work interesting and practical.

12. Theory and Special Methods.

This is a teacher's course and deals with the pedagogical and professional phase of commercial work. Psychology and Principles of Teaching are presupposed since the principles involved in these subjects are applied to the technical branches. The fundamental theory underlying the subjects of the curriculum is emphasized and shown by concrete illustrations. This work gives

life to instruction. Special methods of instruction, problems and difficulties peculiar to the teaching of each subject, presentation of subject matter, content and arrangement of material, organization and administration are carefully discussed. The work is conducted by means of recitations, reference reading, lectures and written reports.

SPECIALIZING COURSE.

Students desiring to specialize in this department must meet the conditions stated on page — for the Specializing Course.

The work required of such students for the Junior and Senior years is as follows:

JUNIOR YEAR.	SENIOR YEAR.
	Pedagogy, Course 7.
Psychology, Course 2.	Teaching, two Quarters.
Pedagogy, Course 2.	Teachers' Course, one Quarter.
Academic Electives, two Quarters.	Academic Electives, two Quarters.
Commerce, Courses 1, 2, 4, 5, 7 and 8.	Commerce, Courses 6, 9, 10, 11 and 12.

Graduates of first-class high schools must elect Psychology, Course 1, and Pedagogy, Course 5. These courses will be accepted as fulfilling the requirements for two Academic Electives, in such cases.

DRAMATIC EXPRESSION AND SPEECH ARTS.

MR. ABBOTT.

This department offers students the benefits of Expression Hall, with its complete stage and accessories, a fine library of elocutionary and oratorical literature, and six societies—three boys' and three girls'—with the opportunity for practice in public deportment, debate, oratory and declamation.

Course 3 is a Junior and Senior elective.

1. READING AND SPEAKING.

This course, covering the work of two Quarters, is intended to aid the student in the development of a clear, strong voice and its use in correct and elegant articulation; the expression of simple emotions, both in conversation and in the oral interpretation of the printed page. It considers the rules that underlie all simple oral expression and offers abundant examples for practice. It aids in developing and training the ability to get from the printed page, at a glance, what the author means and to convey it to the hearers *in the author's words.* It offers the best methods for the successful teaching of reading in the rural and public schools.

Texts: Southwick's Elocution and Action; Shoemaker's Elocution.

2. ADVANCED READING.

This course is offered to those having completed Course 1, or to such as may prove their ability to carry it. The work will include the interpretation, thru voice and gesture, of the more complex ideas and emotions, the presentation of characterizations, and will enable the student to read effectively, orally, the more difficult selections of literature.

In Courses 1 and 2 the needs of the teacher, as well as the student who wishes to perfect himself in oral and pantomimic expression, will be met.

Texts: Southwick's Elocution and Action, Principles of Oral Expression, Chamberlin and Clark.

3. Debate and Parliamentary Practice.

This special course is offered to all who desire to become more familiar with the practice of debate in its relation to public and private argumentation. A class in actual Parliamentary Practice will be conducted in which all students will be expected to take part. Briefs and outlines will be considered frequently and ample practice given in their preparation. Only students possessing a requisite amount of English will be admitted to these classes.

Texts: Outline of Parliamentary Law, Gregg; Argumentation, Perry; The Principles of Argumentation, Baker.

Course 3 may be taken for credit towards A.B. degree.

DRAWING.

MISS SHANNON, MISS HARWOOD.

Courses 3, 4 and 5 may be used as Junior and Senior Electives.

1. Elementary Drawing.

A course for those who wish to teach the subject in the common schools.

1a. *First Quarter.*—Freehand drawing and water-color work from life and still life. The objects used during this quarter are based largely on the cylinder as a type.

1b. *Second Quarter.*—A continuation of pencil and water color work and the elementary principles of perspective and design. Objects used during this Quarter

are based largely on the cube as a type. Some work in Applied Design is given.

1c. Review of principles presented in 1a and 1b, with special reference to the needs of the "grade" teacher.

2. Advanced Drawing.

A course for those who wish to prepare for special work in Drawing. 1a and 1b are required before students can enter this class.

2a. *First Quarter.*—Charcoal mass work from still life. Charcoal work with the addition of color, and pencil sketching.

2b. *Second Quarter.*—Pencil sketching and perspective. Color work.

2c. *Third Quarter.*—Advanced work in charcoal, pencil and color from life and still life.

3. Methods.

This is a teachers' course for those who wish to become supervisors of drawing or who desire to teach the subject in the Training School. Course 1 or its equivalent required before students can enter this class.

The method of teaching drawing in rural, graded schools and high schools will be given, outlines made, lesson plans written, the use and care of materials and various drawing books discussed. Blackboard work is also required.

4. History of Art.

Course 1 or its equivalent required for entrance to this course. Outside work required. Only Juniors and Seniors may take this work.

4a. *First Quarter.*—History of Painting. A study of the development of painting from earliest times to the present day, including study of the Masters and reproductions of their pictures.

4b. *Second Quarter.*—History of Architecture. This course includes not only a comprehensive study of the various styles of Architecture, but sketching from photographs of buildings, and advanced Perspective.

4c. *Third Quarter.*—History of Sculpture. A study of Sculptors and Sculpture and sketches from casts.

5. Special Problems in Drawing.

For those specializing in Drawing, special problems in drawing will be given. This work will include work from casts, pose, still life, in charcoal, pencil and color. Two periods a day required for this work. Courses 1 and 2 required for entrance to this course.

Supervisors' Course in Drawing.

Students desiring to specialize in this department must satisfy the conditions stated on page 54 for the Specializing Course.

The work required of such students for the Junior and Senior years is as follows:

JUNIOR YEAR.	SENIOR YEAR.
Psychology, Course 2.	Pedagogy, Course 7.
Pedagogy, Course 2.	Teaching, two Quarters.
Teachers' Course, one Quarter.	Academic Electives, two Quarters.
Academic Electives, two Quarters.	Manual Training, Course 8a.
Manual Training, Course 1.	Drawing, Courses 2, 3 and 5.
Drawing, Courses 1 and 4.	Electives, two Quarters.
Electives, two Quarters.	

Graduates of first-class high schools must elect Psychology, Course 1, and Pedagogy, Course 5, unless excused by the Committee on Advanced Standing.

HOUSEHOLD ARTS.

MISS FLETCHER.

Courses 2, 3, 8 and 9 are Junior and Senior Electives.

1. FOOD PREPARATION.

Each quarter, credit 1 unit.

This course, covering three Quarters, is made up of laboratory work in the preparation of food with special attention to its nutritive value and cost, serving of meals; and lectures on food and food manufacturing and adulterations.

Agriculture Course 2a, 2b, and Chemistry Course 1, should precede this course or be taken with it.

2. FOOD PREPARATION.—One Quarter.

This course consists of the study of Special Diets, Experimental and large quantity cookery.

Given in the Spring Quarter only.

3. HOUSE SANITATION AND DECORATION. — Two Quarters.

This is a course of lectures and reports by the members of the class on house structure, sanitation, decoration, and the cost and care of the home and its furnishings.

Given in the Fall and Winter Quarters.

4. HAND SEWING.

In this course, comprising the work of three Quarters, in addition to the exercises in sewing, the students become familiar with an outline for a course in sewing for the Grammar Grades.

Text: Mrs. Woolman's Sewing Course.

5. MACHINE SEWING.—Three Quarters.

Each quarter. Credit 1/6 unit.

Drafting and making of garments. The principles of garment and dressmaking; taking accurate measurements and choice and economy of cutting of material and the making of simple garments are the points emphasized.

6. EMBROIDERY.

Simple designs used for decorating of household articles and the garments made in Course 5. Should precede or be taken with Course 5.

7. MILLINERY.

Practical construction and artistic trimming of hats.

Given in the Fall Quarter only.

8. TEXTILES.

Study of fabrics, their beginnings in the arts and industries of primitive life. The development of spinning and weaving. Modern processes studied and economic values. Methods for correlation of this subject with others in the curriculum.

Given in the Spring Quarter only.

9. METHODS IN HOUSEHOLD ARTS.

This is a teachers' course intended for those students specializing in this department.

This course must precede or be taken at the same time with practice teaching in this department.

Given in the Winter Quarter only.

Special Course.

This course, as outlined, is intended for those who desire to teach the Household Arts.

Students desiring to specialize in this department must satisfy the conditions stated on page 54 for the specializing course.

The work required of such students for the Junior and Senior years is as follows:

JUNIOR YEAR.	SENIOR YEAR.
Psychology, Course 2.	
Pedagogy, Course 2.	Pedagogy, Course 7.
Physiology, Course 6.	Teaching, two Quarters.
Agriculture, Course 2a, 2b.	Drawing, Course 1a, 1b.
Chemistry, Course 3.	Household Arts, Courses
Household Arts, Courses	9, 5, 7, 2, 3.
1, 4, 6, 8.	

Students who have taken any of the courses in the above list of requirements, before entering the Junior Class, must elect Academic Courses in their stead to the extent of four Quarters of work. Should further elections be necessary to make up the full quantity of work for the Junior and Senior years, the electives will be made with the advice of the director of this department.

MANUAL TRAINING.

MR. AHRENS.

The Manual Training Department is equipped to offer thorough instruction in the various phases of manual training suggested in the outlines given herewith.

The purpose of this Department is two-fold: First, to offer suitable electives in manual training to the ordinary teacher who may desire to take the work for the practical and cultural value. Second, to furnish the most technical and professional skill possible in the prepartion of the specialist in Manual Training.

The demand for competent teachers of handwork far exceeds the supply. Teachers who can handle some phase of manual training in connection with the com-

mon school branches are being sought for, and are paid better salaries than teachers who can teach the common branches only.

Teachers properly prepared as specialists have no difficulty in securing good positions at excellent salaries.

It is the aim of this Department to help to supply the demand by training young men and women to teach Manual Training in the graded and ungraded elementary schools and the high schools.

Courses 1, 3, 4, 6, 8, 9, 10 are open to Freshmen and Sophomores.

Courses 2, 5, 7, 11, 12 and 13 may be taken as Junior and Senior electives.

1. MANUAL ARTS FOR PRIMARY GRADES.

This course deals with typical forms of construction suited to the needs and capacities of young children in the lower grades of the elementary graded or ungraded school. It aims to present to the specialist and regular grade teacher the possibilities and limitations of various processes and products in sundry materials in relation to other subjects of instruction. A special study is made of the manipulation of tools and materials in paper and cardboard construction, reed and raphia work, clay modeling, simple pottery, and hand loom weaving. The aesthetic possibilities in design and execution receives the attention its importance deserves.

2. THEORY AND PRACTICE OF TEACHING THE MANUAL ARTS IN ELEMENTARY SCHOOLS.

Lectures, required reading, observations, discussions and practical work.

The technical projects dealt with in this course are taught in Manual Arts for the Primary Grades, which shall be taken as a parallel course if possible.

The place of manual arts in elementary schools, materials and processes of construction suited to ele-

mentary school practice; skill as an end to be sought; the relation of the manual arts to the other elementary school subjects; organization, administration and methods of teaching the manual arts; equipment needed for courses in the manual arts.

3. Elementary Shopwork.

The work involves the use of the simple woodworking tools, a mastery in their use and a knowledge of technical processes necessary for teaching woodwork in the elementary schools.

4. Advanced Shopwork.

This course (two quarters) includes a careful study of the grain, quality and texture of the materials used in construction. Special attention is given to proper methods of laying out work. The technical processes and projects attempted are those usual in secondary schools. Originality in construction and design is encouraged.

Presupposes Course 3.

5. Advanced Cabinet Making. History and Design of Furniture.

Lectures, required reading, demonstration and practical work.

This course (two quarters) deals with the design and construction of simple furniture, along practical, structural and artistic lines. Considerable attention is given methods of finishing and means of decoration.

Presupposes Course 4.

6. Elementary Wood Turning.

Demonstrations and practical work.

This course aims to give a thorough drill in the fundamental operations of wood turning.

7. Teaching of Advanced Wood Turning.

Lectures, required readings, demonstrations, and practical work. Two quarters.

This course is intended for teachers. It aims to give projects which embody the best technique and the fundamental operations of turning between centres, face plate work, chuck turning, turning in halves, and polishing in oil and shellac. A study is made also of speeds suitable for turning various diameters; various woods best suited to turning; planning of courses; study of equipment; methods of teaching.

Presupposes Course 6.

8. Mechanical Drawing.

This course (three quarters) is planned to give a thorough grounding in the fundamentals of the subject. Considerable attention is given the care and use of the drawing tools. Dimensioning, projections, intersections, development of surfaces, isometric and perspective drawing, machine details, tracings and blue prints, with emphasis upon the relation of the draughting room to the shop.

9. Metal Working.

A course (two quarters) suited to the needs of Intermediate, Grammar and High School grades in ribbon wire, sheet copper and brass. The course illustrates bending and joining ribbon wire, and hammering and pounding on the stake, over forms, sawing and filing, riveting, coloring and polishing of copper and brass in various grades of thickness.

10. Pottery.

A course (two quarters) in pottery involving the fundamental principles of modeling, casting and wheel work. Preparation of clay for all practical school purposes. Decoration. The placing and firing of the kiln and the use of easily applied glazes.

11. The Manual Arts in Education.

Required readings, discussions, reports and lectures.

The place of the arts in elementary and secondary education; the vocational school; the trade school; industrial schools in Europe and America; recent tendencies at home and abroad; various state laws relating to industrial and trade schools; the psychological and sociological aspect of the arts; education for culture; education for service; educational values, aims and methods.

12. Administration and Economics of Manual Training.

Lectures, prescribed readings and conferences.

This course will include: Cost of equipment and cost of maintenance of courses in elementary and secondary schools; organization of courses of study; methods of presentation of subject matter; methods of supervision and administration; the grade teacher; the specialist; relation of manual courses to other school courses; consideration of local needs.

Presupposes one or more shop courses.

13. Art in Relation to Industrial, Trade and Technical Education.

Lectures, conferences, investigation and practical work.

Art as expression; art in relation to industry and to life; the principles of art; art criticism; applied design; special problems in paper, cardboard, wood, metal, textiles and pottery; form and color; strength of material; outlines of courses in elementary, secondary, trade and technical schools; art in relation to other subject of instruction.

Presupposes one or more courses in art and manual training.

Directors' Course in Manual Training.

Students desiring to specialize in the Manual Training Department must satisfy the conditions stated on page 54 for the specializing courses and have completed three quarters' work elected from Courses 1, 3, 4, 6, 8, 9, and 10.

The work required of such students for the Junior and Senior years is as follows:

JUNIOR YEAR.	SENIOR YEAR.
Psychology, Course 2.	
Pedagogy, Course 2.	
Academic electives, two quarters.	Pedagogy, Course 7.
Teachers' course, one quarter.	Teaching, two quarters.
Manual Training Courses 2, 5, 11, and six quarters of work elected from Courses 1, 3, 4, 6, 8, 9, 10, which have not been taken previously by the candidate.	Teachers' Course, one quarter.
	Academic Electives, two quarters.
	Manual Training Courses 7, 12, 13, and 9 or 10.

MUSIC.

MR. SOLOMON, MISS FINK,

MISS HAWKINS, MR. SCHLOSSER.

The Department of Music offers instruction in all branches of the art, and a special course for teachers in their work in the public schools.

Courses 3, 4, 5, 6, and 8 may be taken as Junior electives.

1. Elementary Music.

This is an introductory course, and covers the work of three quarters. Text, Ripley and Tapper, Harmonic Music Readers.

1a. *First Quarter.*—This class is for students who have never studied music. The work in this quarter consists of rote songs, ear training, rhythm, interval work, note singing, chord formation, written work, theory, major scales and two part work.

1b. *Second Quarter.*—The work in this course is a continuation of the work of Course 1. Rote songs, ear training, new problems in rhythm, more difficult interval work, sight and chord formation, major and minor scales, written work, dictation, theory, two and three part singing and transposition of simple melodies.

1c. *Third Quarter.*—The work of this course includes the singing of more artistic songs, advanced sight singing, theory, terminology and technical work, elements of chord formation, minor and chromatic scales, and musical history. The class will be given a general outline of a course in music for the eight grades.

2. Sight Reading.

Three quarters of advanced sight reading will be provided, as required.

3. Methods in Music.

This course presents a general outline for the first four grades, with the psychological principles involved. Outside preparation is required.

The work includes the value and power of song in child life, rote songs to create interest, rote songs as a foundation and preparation for sight singing, game songs and their value in child life, motion songs, ear training, devices for developing the sense of rhythm and a good quality of tone; children singing out of tune, its

causes and cure; treatment of monotones, sight reading, theory and devices for presenting written work.

This is a teachers' course. Prerequisites: Psychology, Course 2, and Pedagogy, Course 2. Text: Farnsworth, Education Through Music.

4. HARMONY.

The work of this course is given in three quarters. Texts: Stainer, Harmony; Jadassohsn, Elementary Principles of Harmony.

4a. *First Quarter.*—A complete exposition of the formation of scales, keys, signatures; classification and measurement of intervals; foundation of the harmonic system, chord formation and successions; inversion of triads; harmonization of basis and perceptive faculties.

4b. *Second Quarter.*—Chord combination and harmonizations, continued in the major and minor modes; simple modulation; construction of chords of the seventh, their melodic and harmonic tendencies in resolution; application of material and exercises; further development of the perceptive faculties.

4c. *Third Quarter.*—More exhaustive treatise of seventh chord, their inversions and resolutions; the augmented and diminished triads; formation, resolution and succession of secondary chords of the seventh; cadences, closing formulæ, harmonization of melodies and figured basis; ear training.

5. ADVANCED HARMONY.

5a. *First Quarter.*—Construction, resolutions and inversions of the chord of the ninth; diminished seventh; augmented sixth; altered and foreign chords; extraneous modulation; application of material in exercises; harmonic analysis; variety of structure; introduction and resolution of the suspension in all voices; anticipations, retardations; harmonization of chorals; more developed modulation; original work; analysis;

unessential notes; sustained tones; organ point; essential and unessential dissonances; harmonic and melodic analysis; homophonic forms. The works of the great composers will be studied with a view of tracing the material presented. Text: Jadassohsn, Elementary Principles of Harmony.

5b. *Second Quarter.*—Strict counterpoint, after harmony. Designed to cultivate and stimulate musical ideas, develop melodic facility in writing and to illustrate the growth of musical composition. The five species of simple counterpoint will be studied, based upon the works of Cherubini, Bridges and York.

Text: Bridges and York, Counterpoint.

6. History of Music.

This course will cover the work of three quarters.

Text: Fillmore, Musical History.

6a. *First Quarter.*—This course dealing with the evolution of music and offering invaluable aid to musical understanding and appreciation, is designed to acquaint the student with the most important events in the progress of the art, and to show its relation to the kindred arts. Music of the ancient world, among the Egyptians, Hebrews and Greeks; music of the Eastern races; the causes of the transformation; the minstrels of the North; the Troubadors; influence of the Christian church; old French; Gallo-Belgic and the Netherlands schools; polyphonic school of Italy; musical notation and instruments.

6b. *Second Quarter.*—Music at the beginning of the seventeenth century; early Italian, French and German opera; dramatic song and oratorio; instrumental music; eighteeenth century masters and the opera; virtuosi of the time.

6c. *Third Quarter.*—Nineteenth century; the romantic epoch and its makers; German, Italian and

French opera and composers; virtuosity of the century; later composers and performers of the present time.

7. SINGING.

Correct breathing, correct position in singing and chest development is the foundation of voice building.

The method used is the correct placing of the voice so the pupil can produce with ease and firmness and an even quality all tones. Quality, clearness and beauty of tone are the chief ends taught in our vocal study. With the pure tone the tenderest as well as the most heroic sentiment can be expressed. This will include the study and interpretation of songs and ballads chosen from the world's best literature. Text: Sieber and Marchesi; Behnke and Pearce.

8. INSTRUMENTATION AND MUSICAL FORM.

This course is given especially for those who wish to prepare themselves to teach music and to assist those who would like to start an orchestra, mandolin-guitar club or band.

A study will be made of the stringed orchestra, full orchestra, how the orchestra is directed, etc. Lectures will be given on balance of tone, contrast, orchestral coloring, etc. Texts: Pauer, Musical Form; E. Prout, Primer of Instrumentation.

Students who desire may take private lessons in voice, piano, violin, cornet and other orchestral instruments. The school has a mixed chorus, a male chorus, girls' glee club, orchestra and band. Students with the necessary qualifications are urged to become members of these organizations. Those having instruments are requested to bring them.

Two assembly periods each week are devoted to music; the band or orchestra on Tuesday, voice or piano on Thursday.

Supervisors' Course in Public School Music.

Students desiring to specialize in this Department must satisfy the conditions stated on page 54 for the specializing course, and have completed Music Course 1.

The work required of such students for the Junior and Senior years is as follows:

JUNIOR YEAR.	SENIOR YEAR.
	Pedagogy, Course 7.
Psychology, Course 2.	Teaching, two quarters.
Pedagogy, Course 2.	Teachers' Course, one quarter.
Academic Electives, two quarters.	Academic Electives, two quarters.
Physics, Course 1.	
Music, Courses 4, 6a, 6b, 3, 7a, 7b.	Music, Courses 5, 6c, 8, 7c, 7d.

Graduates of first-class high schools must elect Psychology, Course 1, and Pedagogy, Course 5. These courses will be accepted as fulfilling the requirements for two quarters of Academic Electives in such cases.

PHYSICAL EDUCATION.

MR. MASON, DIRECTOR.
MISS DINWIDDIE, INSTRUCTOR.

The aims of this Department are to enable the students of the school "to live at their best," to aid them in the formation of habits of hygienic living, and to qualify them with the necessary knowledge of how to make the school room a place of normal and symmetrical growth, rather than a means of breeding disease and destroying vitality. It is urgent that every teacher should have a keen and intelligent appreciation of the means necessary to preserve the health and foster the growth of those entrusted by the State to their care.

The gymnasium, one of the best in the Middle West, contains a men's gymnasium, equipped with the best apparatus. The floor space is 75x100 with a 20-foot ceiling. The gallery contains a cork running track 18 laps to the mile. The women's exercise room, 46x64, 12-foot ceiling, is on the second floor. It is well supplied with apparatus, including Swedish bom, stall balls, etc. The first floor has two separate divisions, one for men, the other for women. They contain bath rooms, lockers, bowling alley and hand ball courts. Every student is urged to take work in Physical Training.

Men's Department.

A physical examination is given each student before entering any team or enrolling in any class. The measurements taken and tests given have each a definite purpose indicative of the muscular condition of the individual. A diagnosis is also made of the vital organs to ascertain the functional condition of those organs, and a complete inspection of the whole body is made to detect any weakness or deformity that may exist. Based upon the information thus obtained, advice is given and suitable exercise prescribed. Each student may secure a copy of his measurements and an anthropometric chart showing in a graphic form his development as compared with that of the average or typical man.

Gymnastics.

During the winter quarter the work is indoors, and consists of light and heavy gymnastics, which are selected with a view to progression and suitability to pupils of grammar and high school grades.

Outline of courses for men:

TACTICS.

A modified form of the military and of the German system is used both for convenience in handling classes and for disciplinary value.

FREE CALISTHENICS.

Exercises are selected for their different effects upon the bodily organism and are arranged in order of increasing difficulty. They involve hygienic or body-building work, educative movements and corrective or remedial exercises. Both the Swedish and German systems are used.

LIGHT APPARATUS.

Such as Indian Clubs, dumb bells, wands, bar bells, etc.

HEAVY APPARATUS.

Graded exercises are given on parallel bars, vaulting bars, bounce board and mat, side and long horses, high and low horizontal bars, traveling and flying rings, etc.

INDOOR ATHLETICS.

Instruction will be given in all indoor track events preparatory for indoor track meets. Preliminary practice is begun for outdoor work.

GAMES.

Including basketball, indoor baseball, hand-ball, bowling, also other games of more recreative nature.

Fencing, boxing, wrestling and tumbling are offered as a part of advanced work to those who have had not less than two quarters of work in the gymnasium.

Athletics.

In the fall and spring quarters the courses in the gymnasium are supplemented by instruction in outdoor

athletics. Individuals are assigned to the kind of work best suited for them. Attendance is compulsory and the regular credit for Physical Training is given.

In the fall the following sports are offered:

Football, track and field events, lawn tennis, and outdoor basketball.

In the spring are offered:

Baseball, track and field work, lawn tennis, etc.

Cross country running is encouraged throughout the year. Natural exercise in the pure open air takes precedence of all other forms of exercise.

Three days per week will be regarded as full time for physical work. Regulation uniforms must be worn in the gymnasium. Uniforms are furnished to all "Varsity" first teams in football, basketball and baseball. All members of these various teams must furnish their own shoes.

Days unfit for outdoor work will be given to discussion of rules and conferences on the organization and management of sport.

Women's Department.

Systematic work will be given for the physical development of students during the course, and to prepare them for teaching physical training to their pupils.

The main objects of the training for women are the acquiring and maintaining of good health, and the producing of a good physical foundation for mental activity. The work is adapted to the development of girls, and such exercises as are promotive of health, grace and self-control are sought for rather than heavy gymnastics.

Students are required to have a physical examination which is sufficiently thorough to give a definite knowledge of weaknesses, defects or special needs; and

based upon such examinations are the exercises prescribed during that part of the course intended to improve the physical condition and to prepare for the heavier work.

1. CALISTHENICS.

Military marching, figure marching, fancy steps, bounding balls, æsthetic movements, relaxing exercises, and grace hoops.

2. LIGHT GYMNASTICS.

Short wands, long wands, bar-bells, Indian clubs, dumb-bells, free exercises, hand rings, flying rings and chest weights.

3. SWEDISH GYMNASTICS.

Free movements, bar-stalls, vertical and horizontal ladders, balance beams and school desk exercises.

4. GAMES.

Basketball, lawn tennis, handball, three deep, center ball, double tag, dodge ball, medicine ball and volley ball. An effort is made to familiarize the student with a varied list of games and plays suitable for indoor and outdoor use, both for their own development on the play side and for use in teaching.

5. ATHLETICS.

Lawn tennis and field hockey are introduced during the fall and spring terms. Basketball, baseball, volley ball, indoor and out, are introduced during the fall, winter and spring terms, and are especially desirable for those who expect to be high school teachers. Field meets are held each spring for girls interested in track work.

6. THEORY FOR PRIMARIES.

This work is given through lectures and discussions. The chief aims are to give the students an

intelligent knowledge of the physical needs of school children, the object of physical work for them, and the method of accomplishing it.

Topics considered are as follows:

A. *Formal Gymnastics.*—(*a*) Tactics, purpose in the day's lesson, theory of different evolutions, method of teaching. (*b*) Free work (educational, hygienic, corrective). Educational free work, the ways and means of educating the body to obey the commands of the will.

Hygienic work, the effects of exercise on circulation, respiration and digestion.

Corrective work, the necessity of, for the common deformities found among school children.

B. *Informal Gymnastics, or Play.*—Under this head is considered the means of teaching Gymnastics in first and second grades, at least, in an informal way, through games.

7. Practice Teaching.

In order that all students may become proficient and at ease in presenting this work, each will be required to take the class from time to time in tactics, free work and games.

Theory of Physical Education.

Physical education may be regarded as the regulated and systematic practice of muscular exercise of such a nature and under such conditions as best contribute to the well-being of the individual. But the term comprehends much more than this, and must be regarded as including an intelligent knowledge of the necessity of physical training, the effect of different exercises upon the physical organism, the kind and variety of exercises necessary to attain a perfect relation of the muscles to the functions of organic life, and

to the activity of the brain. In view of these facts and as a basis for all intelligent practical work, the following theoretical subjects are offered: Applied Anatomy; Hygiene, racial, personal and school; Physiology of Exercise, First Aid Gymnastics Systems, Gymnastic Pedagogy, History and Literature of Physical Training and Measurements. The Director will give lectures from time to time on the following subjects: Laws of growth, effects of exercise upon growth, fatigue in the school room, causes of, remedies, symptoms of contagious diseases, postural habits of pupils, corrective and preventive measures, and on such other subjects as will be helpful to the public school teacher.

All students of Freshman standing or above are required to take physical training three hours per week each quarter in attendance until they have a credit of six quarters of such work.

Candidates for the Regents' Certificate who are not in attendance six quarters shall take physical training each quarter in attendance.

Candidates for the diploma who enter with Junior standing or more shall take physical training three quarters, or if in attendance less than three quarters, each quarter while in attendance in this school.

Students having completed three quarters of physical training in this school shall receive credit for one quarter of the required technical subjects of Sophomore or Freshman years, or one-sixth of a unit, as a Junior or Senior elective.

Members of school teams reporting regularly will receive the same credit as students in the regular class work, but all such students must present at least two quarters of class work for graduation.

After completing the required work in physical training, further work is elective the same as any other

technical subject. Three days per week is considered full time and is the most for which credit is given.

The theoretical subjects offered by this department are electives. No theory will be offered in the summer quarter, but the conferences given by the teachers in this department will be along lines which will be helpful to those interested in physical training, and to all teachers. Special topics, viz., School Hygiene, Personal Hygiene, First Aid, etc. Students must have had one term of Physiology as a prerequisite to the advanced courses in Theory.

Gymnasium Uniforms.

Regulation uniforms are required of all classes in Physical Training. Students are advised not to procure these uniforms until after their arrival at the school.

Regulation uniforms for girls must be a dark blue suit. For the young men the regular black running suit.

STUDENTS ENROLLED IN SUMMER SCHOOL, 1909.

Name	County.
Aber, James F.	Johnson
Acheson, Pearline	Johnson
Adams, Edith	Johnson
Adams, E. R.	Gentry
Adams, Georgia	Pettis
Adams J. F.	Ray
Adcock, Ethel	Henry
Akers, Rosa	Johnson
Albin, Harry H.	Johnson
Allen, C. H.	Gentry
Allen, Hanora C.	Platte
Allison, Claude	Bates
Allison, Rachel	Platte
Alms, Bessie	Bates
Ames, Anna	Johnson
Amfahr, Florence	Pike
Anderson, Hattie M.	Carroll
Anderson, Ruth	Johnson
Angle Bertha	
Arbuckle, Bettie E.	Howard
Argue, Lucille	(Oklahoma)
Armstrong, G. W.	
Arnold, M. Louise	Henry
Atkinson, Maynard E.	Johnson
Atwell, H. M.	Camden
Atwood Carrie	Johnson
Auld, Esther	Jackson
Austin, Belle	Monroe
Ayler, Bert	Johnson
Ayers, Nevora	Saline
Baber. John	Ray
Bacon, Lillian	St. Louis
Bacon, P. A.	
Bagnell, Edna	Gentry
Bailey, Leonard	Johnson
Baker, Grover	(Oklahoma)
Baker, Kate	Johnson
Baker, Maude	Morgan
Baker, Thoddens	Stone
Baldwin, Lucille	Harrison
Bare, Gussie G.	Gentry
Barkley, Elizabeth	Johnson
Barnes, D. Omar	Johnson
Barnes, Mabel M.	Buchanan
Barnett, Blanche	Johnosn
Barnett Mattie Lee	Johnson
Barnett, P. L.	Lafayette
Barnett, Mrs. P. L.	Lafayette
Barnum, Lillian	Saline
Barnwell, Wesley	Phelps

Bartlett, Harriet.....Harrison
Bartlett, Nell.....Johnson
Bateman, Leona.....Barton
Bates, Florence M.....Bates
Beeler, Elizabeth.....Pettis
Bell, C. J.....Jackson
Bell, Hazel.....St. Louis
Bell, J. V.....Bates
Bell, R. E.....Henry
Bennett, Mamie.....VanBuren
Bertram, Emma.....Holt
Bewley, Jeanette A.....Morgan
Bickel, D. A.....Atchison
Biggs, C. R.....Bates
Black, Barbara.....Jackson
Black Mabel H.....Jackson
Blevans, Ruth.....Bates
Blesi. Minnie.....Franklin
Boatman, Cammie.....(Oklahoma)
Boisseau, Anna.....Johnson
Boley, Lena.....Jackson
Bolton, Sara E.....Henry
Bonnell, Josephine.....Platte
Boone Bennie.....Lafayette
Borne, Francie.....Lafayette
Boston, R. H.....Johnson
Bowen, Alice.....Johnson
Bowen, May.....Johnson
Bowen, Wm. L.....Johnson
Bower, W. F.....Moniteau
Bowers, Helen A.....Pettis
Brady, Alice.....Johnson
Bramel, Della.....Moniteau
Branner, Myrtle.....Carroll
Bratton, Sam T.....Johnson
Briggs, Ethel.....Henry
Briscoe Alonzo O.....Bates
Brosnahan, Rose.....Johnson
Brown, Belle.....Jackson
Brown, Bruce J.....Vernon
Brown, Elsie.....Cass
Brown, Ethel.....(Arkansas)
Brown, Laura E.....Johnson
Brown, Lillie.....Cass
Brown, Lucy Dee.....Johnson
Brown, Sue.....Johnson
Brueggeman, H. W.....Franklin
Bryson, Eleanor.....Pike
Buckles, P. G.....Bates
Bullock, Carrie.....Clay
Burke, C. A.....Bates
Burks, Gussie.....Johnson
Burks Lulu.....Johnson
Burgess, Martha.....Jackson
Burnette, Wilsie.....Clay
Burns, Anna.....Johnson

Buskerk Emma.....Johnson
Butcher, Minnie .....Pettis
Butler, Bernice.....Buchanan
Byrd, Alma .....Platte
Cahill, Lesne W.....Johnson
Campbell, Laura B.....Jackson
Cantley, S. Lee.....Gasconade
Cargyle, Bessie.....Johnson
Carr, Edith.....Miller
Carr, W. A.....Caldwell
Carlton, Mary.....Lafayette
Carrell, Ina Mae.....Lafayette
Carter, Eula.....Johnson
Carter, Lydia.....Atchison
Carter, Ruby.....Holt
Cass, Caroline.....Johnson
Chamberlin, Clara.....Cooper
Chamberlin, W. C.....Bates
Chambers, Charlie.....St. Clair
Chapman Pearl .....Henry
Chapman, Verna.....Bates
Cheatham, Leda.....Johnson
Childress, Carrie .....(New Mexico)
Church, Catherine.....Jackson
Christopher, Claire.....Johnson
Clark, Arthur H.....Johnson
Clark, Edna.....Johnson
Clark, Marion.....Johnson
Clark, Phosa.....Clay
Clawson, Edw. A.....Bates
Clawson, Effie M.....Bates
Claxton, Arthur.....Wright
Cline, Arthur.....Johnson
Coates, Emily Lee.....Maries
Cockrill, Ada R.....Ray
Clifton, Annie .....Morgan
Clouser, Florence.....Buchanan
Clouser, Lucy W.....Clinton
Coleman, Anna Will.....Johnson
Coleman Ethel N.....Johnson
Coleman, Margaret.....St. Louis
Collier, J. A.....Platte
Colvin, Lois.....Henry
Combs, Lola.....Henry
Compton, Faye.....Vernon
Connell,, Anna.....Johnson
Conner, E. M.....Barton
Cook, Lucile .....Johnson
Cook, Leeson.....Johnson
Cook, Maude.....Johnson
Coonrod, W. L.....Henry
Cooper, J. A.....Maries
Coppage, C. C.....Johnson
Cooper, Orpha..... Gasconade
Corington, Christine .....Clinton
Corder, Yale.....Jasper

Corder, Nella ..... Lafayette
Cordrey, Everett E..... Osage
Cornick Everett H..... Henry
Cottrill, Nellie..... Andrew
Couch, Eva..... Johnson
Coupland, Gracia..... Johnson
Cox, Ella..... Howard
Cowardin, Chester..... Andrew
Cox, Bertha..... Cass
Craig, Bertha..... DeKalb
Cramer, Chas..... Gentry
Crecelius, Amelia..... St. Louis
Crecelius, Lyda..... St. Louis
Crenshaw, May..... Callaway
Crenshaw, Anna ..... Callaway
Crocker, J. N..... St. Clair
Cruce, Mary..... Johnson
Crum, John..... Miller
Cruzen, Mabel..... Johnson
Culver, Mamie..... Bates
Cummings, Anna..... Clinton
Curnut C. C..... Johnson
Curnutt, J. M..... Johnson
Curry, Eula M..... Johnson
Curry, Ruth..... Jackson
Cyphers, Mae..... Daviess
Daffron, W. L..... DeKalb
Dakan, Daisy..... Gentry
Dale, Mark W..... Cass
Dalhouse, Geal..... Johnson
Dalton, Lelia..... Vernon
Danforth, Lillie ..... Johnson
Daniel, Alice..... (Pennsylvania)
Darr, Willie E..... Bates
Davenport, Artonia..... Johnson
Davidson, Adeline..... Johnson
Davidson, George..... Johnson
Davidson, O. S.....
Davis, Emma ..... Chariton
Davis, Helen..... Cedar
Davis, Gertrude R..... Franklin
Davis Minnie H..... Johnson
Davis, W. D..... Franklin
Day, Bessie..... Jackson
Deane, Claudia E..... Andrew
DeAtley, Iva ..... Johnson
DeAtley, Myrtle ..... Johnson
Deering, Carrie A..... Cole
DeFord, Clay..... Daviess
Demaree, Mary..... Henry
Dempsey, Estella..... Henry
Denney, F. O..... Henry
Dennis, Raymond D..... Jasper
Denton, Pearl..... Johnson
Desmond, Julia ..... Saline
DeVore, T. A..... Johnson

Dickson, Josiah.....Johnson
Diefendorf, Louise.....Cooper
Diefendorf, Ruth.....Cooper
Dinwiddie, E. Claire.....(Iowa)
Divelbiss, Esther.....Caldwell
Dixon Bess.....Johnson
Doak, Mallie.....Clinton
Dodson, Ida.....Howard
Dodson, Pearl M.....Henry
Doll, Edmond C.....Gasconade
Dooley, Edna.....Henry
Douglass, Harry L.....Johnson
Douglas, Hazel.....Clay
Douglas, Mabel.....Johnson
Dove, Grace.....Cedar
Draffen, Elizabeth M.....Morgan
Duffendack, Ora S.....Benton
Dulaney, S. M.....Bollinger
Duncan, Finis.....Howard
Duncan, Nella.....Johnson
Dunn, Lillian.....Morgan
Dunn, Mattie L.....Henry
Duval, Savannah.....Ray
Dwyer, Lizzie.....Clay
Dwyer, Mary E.....Clay
Dyer Bessie.....Buchanan
Dyer, W. M.....Lafayette
Dysart, Anna E.....Saline
Dyson, Alice.....(Oklahoma)
Earle, G. W.....Barry
Eastham, Catherine.....Johnson
Eaton, S. M.....Harrison
Ebersole, Ellyn.....Worth
Edmiston, H. H.....Saline
Edwards, Minnie.....Daviess
Edwards, Vivien.....Saline
Eisner, S. Hudson.....Saline
Engel, Alice.....Johnson
English, W. W.....Johnson
Elliott, D. C.....Ray
Elliott, May.....Johnson
Elsea, Grace.....Macon
England, Mary.....Henry
Falke, Mary.....Carroll
Famuliner, Effie.....Cass
Famuliner Florence.....Cass
Farr, W. M.....Carroll
Faulkner, Fannie.....Henry
Faulkner, Lyda.....Platte
Faulkner, J. L.....Johnson
Faulkner, Russell C.....Johnson
Feagans, Ida.....Johnson
Felton, Isabelle.....Cooper
Fish, Lula B.....Johnson
Fickas, Grace.....Johnson
Fishback, Hallie.....Johnson

Fischer, GeGrtrude.....Pettis
Fisher, Adelia.....Johnson
Fisher, Beulah.....Johnson
Fisher, Ruby J.....Johnson
Fitch, James.....Johnson
Fitch, Marion.....Johnson
Fitch, Mary A.....Johnson
Flagg, Mabel.....Vernon
Forcade, Ermile.....Nodaway
Forcade Sophie.....Nodaway
Foster, Earle R.....Johnson
Foster, Lena B.....Cass
Foust, GraceM.....Cass
Fowler, Bessie.....Vernon
Foulkes, H. T.....Jackson
Fox, Dora.....Johnson
Franklin, May.....Johnson
Freiberger, Chas. W.....Franklin
Frost, R. B.....Jefferson
Fry, Kittie.....Clinton
Frys, Bessie.....Jackson
Fugate, Cornelia M.....Jackson
Fulcher, Grace.....Carroll
Gallemore, Katherine.....Chariton
Gallenkamp, Geo. P.....Franklin
Garnett, Grace.....Cole
Gaston, Kathryn.....Carroll
Genther, Ethel.....Andrew
Genther, Minnie M.....Andrew
Gerew, Irene.....Saline
Gibbons Greta.....Barton
Gilbert, Mary J.....Johnson
Gillespie, Iva W.....Lafayette
Gladney, Ira E.....Lincoln
Glascock, Hattie.....Jasper
Glover, Earle.....Johnson
Glover, J. R.....Johnson
Godbey, Anna.....Moniteau
Godbey, Hattie.....Moniteau
Godbey, J. C.....Vernon
Godwin, Annie.....Henry
Godwin, Kathryn.....Henry
Goforth, Mary.....Nodaway
Goforth, Myrtle.....Nodaway
Golay, T. H.....Johnson
Golay, Martha T.....Johnson
Goodin, Allie.....Henry
Gordon, Blair.....Lafayette
Gorrell, Alphonso.....St. Clair
Graham, Mabelle H.....Jackson
Grant Eurith.....Shelby
Green, Etta.....Saline
Green, Geo. K.....Bates
Green, Roy M.....Carroll
Gregory, Lizzie A.....Pettis
Gresham, Minnie L.....Henry

Griffin, Amy.....Cole
Griffin, Eunice.....Johnson
Grove, Beulah.....Ray
Grover. Ben.....Johnson
Grube, Bessie.....Saline
Grube, Erdice.....Saline
Gungoll, Martha.....Cole
Hackler, J. M.....Jackson
Hackley, Nora.....Johnson
Haire, Nettie D.....Petis
Halcomb, Cleo.....Cass
Hall, Eva.....Jasper
Halsted, Ola.....Buchanan
Hamilton, Mabel.....Johnson
Hamilton, Otha E.....Barry
Hamisfar Florence.....Johnson
Hammack, Loduska.....Harrison
Hammond, Ella.....Platte
Hammond, Lillian.....Platte
Handy, Pauline.....Clay
Harden, Faye.....Gentry
Hardesty, J. F.....Lincoln
Harlan, Bernice.....Randolph
Harlan, Margaret.....Randolph
Harnish, Cora.....Cass
Harriman, Amelia.....Cass
Harris, Ida.....Pettis
Harris, Josie.....Johnson
Hart, Mary.....Henry
Hartley, Edith.....Andrew
Harwood, C. S.....Lafayette
Harwood, W. D.....Lafayette
Hassler, Ida Belle.....Cass
Hathaway, May.....Johnson
Hawman, Ida.....DeKalb
Hayes Florence.....Clay
Hays, Fanny.....Henry
Hayse, Emma.....St. Charles
Heath, Birdie.....Howard
Heberling, Sallie.....Howard
Heidrich, Clara.....Lafayette
Heldman, Stella.....Cole
Hembree, Greta V.....Dade
Henderson, Della.....Atchison
Henderson, Edith.....Atchison
Henley, Effie.....Johnson
Herman, Winifred.....Johnson
Herring, Anice.....Johnson
Hickman, Fahy.....Hickory
Hickman, Neeta.....Hickory
Hibbs, Hollie.....Johnson
Higginbotham, Ethel.....Pettis
Hill, L. B.....Johnson
Hillebrand, Edwin.....
Hinkel Emil T.....Cass
Hinkle, Mae.....Henry

Hinote, Elizabeth.....Gentry
Hocker, Virginia L.....(Kansas)
Hodges, E. L.....Morgan
Hoke, Mayme.....Jackson
Holland, Callie.....Cass
Holloway, Calvin.....St. Clair
Holloway, C. B.....Johnson
Holloway, D. H.....DeKalb
Holloway, Evelyn.....Johnson
Holloway, Garrett.....Johnson
Holstin, W. A.....Johnson
Holtzen, Mabel,.....Benton
Hopper, Vernia.....Wright
Hornbuckle, Louise.....Johnson
Horsley Clara.....Johnson
Houston, Beulah M.....Cass
Houts, Katherine G.....Johnson
Howe, J. B.....Lafayette
Hubbs, Florence.....Jackson
Hudson, Audrey.....Johnson
Huggins, Beulah.....Jackson
Hughes, Mary F.....Johnson
Hull, Goldye.....Johnson
Humphrey, E. C.....Johnson
Hunt, Orpha.....Henry
Hunter, Elizabeth.....Pike
Hunter, Oma Bee.....Johnson
Hurt, Mary E.....Cooper
Irwin, Anna.....Vernon
Ismay, Lottie M.....Callaway
Ives, A. L.....Bates
Ives, Mae.....Johnson
Ives, Roy.....Johnson
Jackson, Amy G.....Atchison
Jackson Grace.....Atchison
Jacobs, Kathryn.....Boone
James, G. E.....Maries
Jaqua, Vivien.....Johnson
Jeans, J. H.....Montgomery
Jenkins, A. A.....Henry
Jennings, Grace.....Lafayette
Johnson, Adah F.....St. Clair
Johnson, Elizabeth.....Pettis
Johnson, Florence.....Johnson
Johnson, Icie.....Johnson
Johnson, Kate.....Benton
Johnson, Revo.....Morgan
Jones, Frances.....Johnson
Jones, Edgar.....Johnson
Jones, Hattie.....Calloway
Jones, Nellie.....Nodaway
Jones, T. E.....Johnson
Jordan, Elsie.....Vernon
Jordan, Erma.....Vernon
Jordan, Nona D.....Vernon
Joseph, Will.....Barry

Kaiser, Nannie.....Henry
Kauffman, Adam.....Cass
Kaufman, P. J.....Morgan
Kelk, Mrs. Pauline.....Pettis
Kelly, Hanna.....Johnson
Kelly, J. H.....St. Charles
Kelly, Minnie.....Bates
Kemmerer, Rose.....Platte
Kemp, Lavenia.....Cedar
Kenagy, C. Lee.....Johnson
Kennedy, Anna A.....St. Louis
Kepley, Nelle.....Caldwell
Ketteman, Pearle.....Jackson
King, Effie R.....Johnson
King, Mabel A.....Saline
Kinman, Mabel.....Cass
Kinman, Minnie.....Cass
Kirk, Agnes.....Johnson
Kirk, Alice.....Johnson
Kirk, Eugenia.....Clinton
Knaus, Mattie Lou.....Howard
Knox, Ethel.....Clinton
Koons, Fern E.....Jackson
Kreeger, Hubert L.....Jackson
Kropf, Wm. A.....Cass
Kroschen, L. F.....Daveiss
Kunze, Minna.....Johnson
Laffoon, C. M.....Cass
Laffoon, F. L.....Cass
Laidlaw, W. H.....Cooper
Lamar, Kate.....Nodaway
Lamb, Mattie.....(Oklahoma)
Landes, Bessie.....Pettis
Landwehr, Lydia.....Lafayette
Lange, W. F.....Lafayette
Larkam, Myrtle.....Holt
Laun, Nellie E.....Johnson
Laws, Silas.....Cooper
Lawson, Lena.....Bates
Lear, Alice.....Henry
Lemaster, Lottie.....Gentry
Lemley, Lilly A.....Jackson
Leonard, Florence.....Jasper
Leonard, L. C.....Cass
Liddle, Bessie.....Johnson
Liggett, Homer.....Cass
Liggett, Onie B.....Cass
Liggett, Nell.....Clay
Lindley, Ermine.....Cole
Littlefield, Nora.....Johnson
Lobban, Carl P.....Johnson
Lomas, Laura J.....Buchanan
Loomis, Emma.....(New Mexico)
Long, Beulah.....Johnson
Long, Fae.....Morgan
Love, E. H.....Johnson

Lucas, Mary R.....(Oklahoma)
Jujin, R. R.....Pettis
Lukens, Mary J.....Holt
Lusby, Edna.....Johnson
Lyles, L. M.....Moniteau
Lynch, Veva.....Buchanan
McAllister, Katherine.....Buchanan
McCann, Laura.....Johnson
McCann, Myrtle.....Bates
McCartey, Mary Y.....Jasper
McCluney, Helen W.....Johnson
McClure, Mrs. H. T.....Johnson
McCommons, Julia.....Miller
McConnell, Esther.....St. Louis
McConnell, Margaret.....Clay
McCoy, Dallas.....St. Charles
McCormack, S. T.....Lafayette
McCoy, Mabel.....Howell
McCune, Susie.....Randolph
McCurdy, Mary.....Pettis
McCurdy, Nona.....Pettis
McDaniel, Elizabeth.....Buchanan
McDaniel, Maude.....Buchanan
McDole, Nevada.....Phelps
McDorman, Hazel.....Andrew
McElvain, Maude.....DeKalb
McGee, Alma.....Clay
McGee, B. J.....Clay
McGee, Cora M.....Cass
McGee, Mary B.....Johnson
McGibony, Fannie.....
McGill, Carrie.....Cass
McGill, Nellie.....Cass
McGlothin, Vina.....Caldwell
McGuire, Mary E.....Johnson
McGrew, Florence.....Carroll
McIlvain, Annabel.....Clay
McKeehan, Eula.....Johnson
McKibben, Mayme.....Bates
McKinney, Geneva.....Cole
McKinnon, Rhae.....Barton
McKnight, Ruby.....Osage
McMahan, Nelle.....Johnson
McNair, Madge D.....Johnson
McNair, Margaret.....Johnson
McPeak, R. H.....Cedar
McWilliams, Beatrice.....Jackson
McWilliams, Gladys.....Jackson
Magee, M.....Johnson
Mahan, Clarice.....Cass
Mahood, May.....Andrew
Marshall, G. T.....Franklin
Marshall, Luella.....Franklin
Marshall, Nellie.....Jackson
Martin, Arthur E.....Henry
Martin, Mary L.....Johnson

Martin, Mellie.....Henry
Martin, Nellie May.....Vernon
Martinez, A. Elma.....(Oklahoma)
Masek, Agnes.....Calloway
Masterson, Martha.....Cedar
Maupin, Sadie.....Franklin
Mauro, Julia.....St. Louis
Mayneld, Wallace.....Johnson
Meador, F. A.....Barry
Medley, Jas. W.....Johnson
Meloy, Blanche.....Johnson
Meloy, Nellie.....Johnson
Melton, Ethel.....Bates
Melton, Mrs. Lucy.....Bates
Merideth, Geo. A.....Boone
Meredith, J. G.....Boone
Meyer, D. F.....Lafayette
Miles, Ethel.....Jackson
Miller, Althea.....Nodaway
Miller, Chas. A.....Harrison
Miller, Cleora.....Caldwell
Miller, Floy.....Henry
Miller, J. W.....Henry
Miller, Pearl H.....Bates
Miller, Wm.....Henry
Mimmorn, Maude.....Bates
Milton, Anna.....Henry
Misemer, Elva.....Gentry
Misemer, Sarah.....Gentry
Mitchell, Clarence.....Lafayette
Mitchell, Howard.....Ray
Mitchell, Katherine.....Lafayette
Mohler, Flora.....Johnson
Mohler, Glen H.....Johnson
Mohler, Maurice.....Johnson
Moles, Fannye.....Johnson
Montgomery, Mattie.....Pettis
Moore, Fannie.....Cooper
Moore, Gussie.....Bates
More, Kathleen.....Jackson
Moore, Mahala.....Cass
Moore, May.....Lafayette
Moore, Nelle.....Bates
Moreland, Hulett.....Bates
Morgan, Susie.....Johnson
Morarity, Ella.....Johnson
Morlock, Lena.....Cole
Morris, Mrs. Wilson.....Johnson
Morrison, Eula.....Platte
Morrison, Jamie.....Johnson
Morse, Lucy A.....Henry
Morse, Sadie B.....Jefferson
Morton, Lola.....Johnson
Morton, Winna.....Johnson
Mott, Albert.....Wright
Mueller, Gussie.....St. Charles

Murray, Fannie.....Johnson
Murray, Orine.....Johnson
Murray, Virginia.....Johnson
Musick, Mary A.....Cole
Musser, Ambie.....Johnson
Mutti, Emma L.....Moniteau
Nash, Laura.....Moniteau
Neal, Bert Claire.....Chariton
Needles, Jennie.....Gentry
Nowland, E. W.....Platte
Neff, J. J.....Lafayette
Neil, Allie.....Johnson
Nelson, Laurentia.....St. Louis
Nelson, Margaret.....Harrison
Neville, Anna.....Henry
Newton, Carrie.....Jackson
Niblack, Clay.....Miller
Niblack, Cuba.....Miller
Nokes, Edith.....Clay
Noland, Mary.....Johnson
O'Bryan, Delia.....Johnson
O'Bryan, Edna.....Johnson
O'Bryan, Thomas.....Johnson
Ogden, Mary.....Johnson
Oppenheimer, Julius.....Johnson
Osborn, Jessie May.....Johnson
Osborne, Susie.....Johnson
Osman, Mrs. Tola.....Worth
Overlees, W. E.....(Oklahoma)
Overstreet, Melva M.....Pettis
Ozenberger, Laura.....Buchanan
Ozias, Ralph.....Johnson
Pace, Lulu M.....Atchison
Pahlman, Geo. H.....Bates
Pallette, Willia E.....Jackson
Palmer, Leona.....Henry
Palmer, Lucy.....Buchanan
Palmer, Maggie.....Henry
Park, Edith.....Vernon
Park Elsie.....Bates
Park, Maxwell.....Bates
Parker, Mary I.....Ray
Parks, Gladys A.....Franklin
Parks, A. Baird.....(Oklahoma)
Parks, Ritta.....Pettis
Parry, Edith.....Cass
Pauling, John W.....Saline
Paxton, Pearle.....Benton
Payne, Lizzie.....Pettis
Payne, Sara E.....Calloway
Payton, Myrtle.....Calloway
Peak, Dea M.....Johnson
Pemberton, Lily.....Johnson
Pemberton, Una M.....Johnson
Perkins, Lura.....Caldwell
Perry, Ethel.....St. Francois

Peterman, May ..... Buchanan
Peters, Bessie ..... Cole
Petersen Ellen ..... Johnson
Petersen, Minnie ..... Johnson
Pettey, Lora ..... Ray
Pfeiffer, Emeil ..... Cooper
Phillips, Eula ..... Johnson
Pickel, Minnie C. ..... Johnson
Pilcher, Ada ..... Johnson
Pilcher, Della ..... Johnson
Pilgrim, Laura E. ..... Moniteau
Pinder, Lora M. ..... Johnson
Ping, J. J. ..... Barton
Pittman, John E. ..... Benton
Pitts, Essie ..... Hickory
Poage, Charlotte ..... Johnson
Poage, Mattie ..... Henry
Poage, Nellie ..... Johnson
Poage, Susan ..... Johnson
Pollard, Ethel ..... Caldwell
Politte, Stella ..... Washington
Porter R. Ethel ..... Saline
Potter, Cora ..... Jasper
Potter, Frankie K. ..... Holt
Potter, Lutie ..... Pettis
Pratt, Rose E. ..... Jasper
Purcell, Ethyl ..... Vernon
Purchase, Nellie ..... Pettis
Purdy, Florence L. ..... Johnson
Quisenberry, Willye ..... Saline
Ragsdale, Pearl ..... Johnson
Ramey, Pearl ..... Pettis
Ramsey, Senah ..... Johnson
Rankin, Elfah ..... Johnson
Ratekin, Mary ..... Calloway
Rayhill, Martha ..... Johnson
Reber, Gertrude ..... Carroll
Redford, Mattie F. ..... Johnson
Reed, Mary ..... Bates
Rees, E. Nelle ..... Hickory
Reid, Beneta ..... Platte
Reid, Harry ..... Johnson
Reid, Ray ..... Cass
Rench, Lutie ..... Johnson
Reynolds, Lucy M. ..... Jackson
Reynolds, Mary H. ..... St. Louis
Reynolds, Violet ..... Jackson
Richardson, Helen ..... Jackson
Richardson, Virgie ..... Morgan
Ricketts, Ruby L. ..... Bates
Ridgeway, Mae B. ..... Bates
Rigg, Lottie ..... Lafayette
Ritchey Agnes ..... Saline
Ritter, Hattie ..... Johnson
Robb. Roxana ..... Clay
Roberts, Adda ..... Johnson

Roberts, Cecil.....(Michigan)
Roberts, Gertrude.....Johnson
Roberts, Sallie C.....Lafayette
Robertson, Lota Lee.....Ray
Robertson Nelle C.....Johnson
Robinson, Chas. W.....Clinton
Robinson, Emma.....Johnson
Robinson, Georgia.....Johnson
Robinson, Lewis F.....Bates
Robinson, Mary E.....Johnson
Robinson, Lena.....Nodaway
Roe, Leala.....Laclede
Rogers, Howard.....Texas
Rohring, Anna.....Lafayette
Rolofson, Grace.....Atchison
Rolstin, Louise.....Benton
Roselie, C. C.....Chariton
Roselle, Vesta.....Clay
Ross, A. A.....(Texas)
Ross, Alberta.....Saline
Ross, Bessie G.....Saline
Roush, Jessie.....Cass
Rowland, Clara.....Johnson
Rucker, Mildred M.....Johnson
Rucker Zelma G.....Johnson
Rush, Wm. Lee.....Jasper
Russell, Elsie.....Caldwell
Russell, Hazel.....Howard
Rustman, Emma.....Lafayette
Sackman, Ella.....Francois
Sally, Zadie.....Hickory
Sanders, Edna.....Cass
Sanders May.....Clay
Sands, May.....Benton
Schafer, C. L.....Johnson
Scheu, Emilie.....St. Louis
Schnabel, H. Irven.....Benton
Schooling, Geo.....Johnson
Schulz G. A.....Cole
Scott, Viola.....Pettis
Scruggs, Czerna A.....Johnson
Scruggs, Luther.....Cole
Seamands, Lida B.....Johnson
Seaton, O. Ernest.....Johnson
Sellers, Ermine.....Pettis
Semple, Katherine.....Cedar
Settles, Ollie.....Clinton
Sexton, Jewell.....Ray
Sexton, Pauline.....Ray
Shackelford, Mary.....Cooper
Shadwick E. N.....Johnson
Shannon, Ada.....Chariton
Sharp, N. C.....Lafayette
Shaw, Rhoda K.....Daviess

Shelton, Lena ..... Calloway
Shepard, Bertha ..... DeKalb
Shirley, R. J. ..... St. Clair
Shores, R. V. ..... Howard
Short, A. V. ..... Cooper
Short, Lula ..... Bates
Short. Verne. ..... Johnson
Shotwell, Ethyl ..... .
Shouse, Anna B. ..... Bates
Shrum, Sadie ..... Vernon
Siegismund, Anna ..... Bates
Simms, Eula ..... Newton
Sleeth, Mabel ..... Bates
Sloan, May ..... Johnson
Smiley, Maggie ..... Johnson
Smiley Minnie ..... Johnson
Smith, Bertha ..... Morgan
Smith, Bessie A. ..... Holt
Smith, Blanche ..... Bates
Smith, Clyde ..... Johnson
Smith, Dora B. ..... Randolph
Smith, Lula E. ..... Cedar
Smith Stephen E. ..... Bates
Smith, Marion R. ..... Holt
Smith, Martha B. ..... Clay
Smith, Ola ..... Pettis
Smith, R. G. ..... Howard
Smith, Viva ..... Callaway
Smith, W. Y. ..... Johnson
Smithpeter, Vance ..... Carroll
Snider. Claudia ..... Barry
Snoddy, Mary B. ..... Johnson
Sodeman Jessie J. ..... Platte
Songer, Grace ..... Daviess
Sparks, Lillian ..... Saline
Sparks, Ora ..... Howard
Spellman, Grace ..... Holt
Spicer, Robbye ..... Clay
Spicer, Ruth ..... Jackson
Spragg, Frances ..... Harrison
Sprague, Margaret ..... Cass
Sprinkel, Allie ..... Ray
Sprinkel, Nellie ..... Ray
Stair, Lizzie ..... Cass
Stanley, Ethel ..... Johnson
Startzman, Ida ..... Jackson
Steele, Edna G. ..... Johnson
Steiner, Verdie ..... Atchison
Stemmons, Claudia ..... Howard
Stephens Ora ..... Henry
Stevens, Mabel ..... Cass
Stevenson, Grace ..... Nodaway
Stevenson, Ray ..... Jackson
Stigall, Harry ..... Ray
Stockman, Anna ..... Saline

Stone, Pansy.....Johnson
Stosberg, F. W.....Johnson
Strang, Auda.....Johnson
Stratton, Anna.....Cass
Strunk, L. H.....Gasconade
Stuart, Lyda.....Johnson
Sturgis, Kathryn.....Moniteau
Suddath, Margaret.....Johnson
Suddath, Mary Martha.....Johnson
Suggs, Rose.....Moniteau
Sullinger, Sallie E.....Ray
Sullivan Raymond.....Johnson
Summers, Alice E.....Pettis
Summers, Golden.....Ray
Tanner, Josephine.....Johnson
Tatum, Georgia.....Jackson
Taylor, Effie.....Ray
Taylor, Ethel.....Henry
Taylor, Mary J.....Henry
Temple, Minnie.....Lafayette
Terry, Ethel L.....St. Louis
Thomas, Chas. F.....Henry
Thomas, Pearl E.....Calloway
Thompson, Katherine.....Atchison
Thornberg, Leona.....(New Mexico)
Threlfall, Bessie.....Henry
Thurston, Charles.....Jackson
Thurber, Patti.....Johnson
Toomay, Sayde.....Caldwell
Trail, Nellie.....Franklin
Trapp, Myrtle.....Johnson
Trotter, Martha.....Johnson
Toomay, Daniel A.....Caldwell
Tucker, Della.....Jackson
Turnbull, Marguerite.....Franklin
Turner, Alberta.....Johnson
Turner, Floss Ann.....Linn
Turner, Mae.....Johnson
Tuttle, D. F.....Johnson
Tyler, Louise.....Callaway
VanFleet, Mabel.....Cass
Vaughan, Daisy.....Pettis
Vaughan, Daphie C.....Pettis
Veiten, Jessie.....Franklin
Wagner, Myrtle.....Johnson
Wagoner, A. B.....Johnson
Walsh, Catherine.....Carroll
Walters, Francis M.....Johnson
Walton, Cora Lee.....Benton
Ward, Bessie.....Bates
Ward, Edith.....Bates
Ward, Nannie.....Cedar
Weaver, Louise E.....Benton
Warford, Lulu M.....Johnson
Warnick, Raymond.....Johnson

Warriner, Mabel F.....Cass
Wattenberg, J. E.....Franklin
Watts, C. F.....Howard
Webb, Walton H.....Johnson
Welch, E. J.....Chariton
Welch, Forrest C.....Johnson
Wendle, Ida O.....Atchison
Wenger, Lillian.....Callaway
Wesner, Lowell E.....
White, Alpha A.....Henry
Whitman, Julia E.....Johnson
Wild, Ursula.....Jackson
Wiley, Bruce.....Johnson
Wilkinson Daisy.....Lafayette
Willhite, Elizabeth.....Johnson
Willhite, Frankie.....Johnson
Williams, Elsie.....Bates
Williams, Ethel.....St. Charles
Williams, Fleta.....Lafayette
Williams, Florence.....Clinton
Williams, Laura.....Morgan
Williams, Mae.....Johnson
Williams, Marcia.....St. Charles
Williams, Pearl.....Saline
Williams, Martha.....Clay
Williamson, Eula.....Lafayette
Wills, Era.....Monroe
Wilson, Elizabeth.....Lafayette
Wilson, J. S.....Mercer
Wilson, Katherine.....Lafayette
Wilson, Lola.....Moniteau
Wilson, Olive.....Johnson
Wilson, Minnie.....Andrew
Wilson, Natalie.....Johnson
Winburn, Ople.....Jackson
Winburn, Zelma.....Jackson
Winkler, Grace.....
Witcher, Deane.....Pettis
Witt, Emma.....Jackson
Witthaus, Geo. D.....Franklin
Wolfe, Bonnie.....Bates
Wood, E. B.....Johnson
Wood, Rollie F.....Grundy
Wood, Velma.....(Oklahoma)
Wood, Virgil.....Texas
Woodruff, Maud.....Johnson
Worley, Julia O.....Lafayette
Worley, Lottie B.....Lafayette
Wright, Grace.....Johnson
Wright, Nellie E.....Johnson
Wulfkammer, Alice.....Lafayette
Wyatt, Erma.....DeKalb
Yates, Emmett.....Johnson
Yeakey, Gertrude.....Randolph
Young, Joyce.....Johnson

Young, Miriam.....Lafayette
Young, Rena.....Lafayette
Zeliff, Laurence.....Holt
Zion, E. L.....Cass

ENROLLMENT FROM SEPT. 14, 1909, TO MAY 26, 1910.

Name	County.
Abbott, Olive	Miller
Acheson, Pearlie	Johnson
Albin, Harry H	Johnson
Alexander, Georgia L	Henry
Allen, Elton B	Pettis
Allin, Katherine E	Lawrnece
Allison, Frances	Cass
Ames, Anna	Johnson
Ames, Edith G	Johnson
Anderson, Eula F	Henry
Anderson, Gladys	Johnson
Anderson, Hattie M	Carroll
Anderson, Plumer	Johnson
Anderson, Ruth	Johnson
Armstrong, Lloyd	Johnson
Arnold, M. Louise	Henry
Arnote, Grace	Caldwell
Ashworth, Maebelle	Johnson
Atcheson, Del	Johnson
Atcheson Earl F	Johnson
Atkins, Lyle W	Johnson
Atkins, Ethel	Johnson
Atkinson, Dora	Moniteau
Atkinson, Maynard E	Johnson
Atwood, Carrie	Johnson
Auld, Esther May	Jackson
Austin, Sadie E	Monroe
Baker, Edward	Johnson
Baker, Kate	Johnson
Baker, Thoddens	Stone
Bandy, Willis	Vernon
Barbour, Lelia M. L	Gentry
Barkley, Cora May	Johnson
Barkley, Roscoe	Johnson
Barnes, D. Omar	Johnson
Barnes, Victor	Johnson
Barnett, Mattie Lee	Johnson
Bartlett, Nell	Johnson
Basham, Murl	Johnson
Bates G. C	Bates
Baxter, Allie Margaret	Johnson
Baxter, Ethel E	Johnson
Bear, Lillian	Johnson
Becker, George	Cooper
Beegle, Myra	Johnson
Beery, Minnie A	Jackson
Begley, Joseph Earl	Cedar

Belcher, Floyd O.....Cass
Bell, Bertha.....Lincoln
Bell, C. D.....Cole
Bell, Geneva.....Lincoln
Bell, Ona.....Johnson
Belshe, Burdette.....Cole
Benton, Walter.....Johnson
Berry, Bessie.....Saline
Berry, Lulu M.....Cedar
Bethel, Bessie.....Johnson
Black. John Reuben.....Johnson
Blackmon, C. G.....Bates
Blackmon M. Elizabeth.....Bates
Blase, Irene M.....
Bobbitt, Josephine.....Pettis
Boblitt. Kate.....Henry
Boblitt, Stella.....Henry
Bockelman, George.....Benton
Bockelman, Jno. R.....Benton
Bockelman. Sherman.....Benton
Boisseau, Jesse W.....Johnson
Boone, Anna Louise.....(Kansas)
Boone, Bennie.....Lafayette
Borne. Francie.....Morgan
Borthick, Ollie.....Johnson
Bosma, Luella.....Bates
Bowen, Alice.....Johnson
Bowen, May.....Johnson
Bowen, Wm. Luther.....Johnson
Bower, Wm. F.....Moniteau
Bradley, Effie P.....Johnson
Bradley, Chas. Elmer.....Johnson
Bradshaw Chas. D.....Moniteau
Brady, Alice.....Johnson
Bramel, Della.....Johnson
Brand, Nora A.....Johnson
Branner, Myrtle.....Carroll
Brannock, Mildred F.....Cass
Bratton, Myrtle E.....Johnson
Broker, Clara.....Cass
Brook, Inez Leona.....Johnson
Brosnahan, Rose E.....Johnson
Brown, Alma A.....Carroll
Brown, Beall.....Lafayette
Brown, Bruce J.....Bates
Brown, Floyd.....Carroll
Brown, Lucy D.....Johnson
Brown, Mary C.....Caldwell
Brown, Sidney.....Carroll
Brown, Sue.....Johnson
Brownlee, Clark.....Johnson
Bruegggeman, H. W.....Franklin

Bryan Allie May.....Ray
Bryson, Zella.....Henry
Buford, Travis S .....Johnson
Bunnell, Paul.....Johnson
Burford, Eva Redmon.....Moniteau
Burkett, Elbert.....Harrison
Burks, Gussie.....Johnson
Burks, Sidney, J.....Johnson
Burnett, Nadine.....Johnson
Burns, Anna.....Johnson
Burton, Nettie J.....Vernon
Bush, Alva.....Johnson
Buskerk, Hattie.....Johnson
Byrd, Alma.....Platte
Caldwell, Mabel.....Jackson
Callaway, Theodosia T.....Vernon
Campbell, Marshall.....Jackson
Campbell, Millie F.....Johnson
Carey Earl.....Johnson
Cargyle, Bessie.....Johnson
Cargyle, Clara Bell.....Johnson
Carney, Ellah.....Johnson
Carr, J. H.....Caldwell
Carrick, J. H.....Ray
Carter, Arline V.....Moniteau
Carter, Bessie.....Johnson
Carter, Jesse F.....Cass
Cary, Margaret .....Carroll
Casebolt, Susie Myrtle.....Carroll
Cash, Archie L.....Johnson
Cash, Taylor G.....Johnson
Cassell, Geo. W.....Jackson
Cassingham, Chester S.....Johnson
Catlin, James H.....Johnson
Chambers, Beulah.....Johnson
Chambers, Charlie.....St. Clair
Chambers, Thomas.....St. Clair
Chamberlin, Wm. Clarke.....Bates
Chapman H. A.....Johnson
Choate, Leslie R.....Bates
Choplin, Hattie.....Pettis
Chrane, Virgil.....Chariton
Church, Hugh S.....Jackson
Circle, Mary I.....Carroll
Clark, Arthur H .....Johnson
Clark, Chas. Henry.....Johnson
Clark, Emily R.....(Kentucky)
Clark, Glen L.....Johnson
Clark, Marian.....Johnson
Clawson, Frank O.....Cass
Claxton, Arthur.....Wright
Clay, Myrtle.....Moniteau

Clements, Elizabeth..... Clay
Clements, Emily.....Clay
Clevelan l, Lillian Ethel.....Callaway
Cline, Arthur.....Johnson
Clinton, L. Zelma.....Johnson
Clinton, Mary O.....Johnson
Cockefair Laura.....Johnson
Cockefair, Leonard L.....Johnson
Coe, Eula F.....Henry
Cole, Albert Byrd.....Moniteau
Cole, Lena R.....Clay
Cole, Pearl E.....Jackson
Coleman, Irene C.....Johnson
Coleman Lucile.....St. Louis
Coleman, Lyda.....St. Louis
Colt, Lucille.....Buchanan
Colwell, A. Lulu.....St. Louis
Combs, Lulu.....(Kansas)
Connell, Anna.....Johnson
Conner, Faye.....(Kansas)
Conway, Marion.....Johnson
Cook, Lucile.....Johnson
Cook, Allyn Maude.....Johnson
Cook, Matt H.....Johnson
Cooney, Bernardine.....(Arkansas)
Coonrod, Wm. Lee.....Henry
Cooper Marian F.....Johnson
Cooper, Orpha..... Gasconade
Coover, Ivah V.....Henry
Corbin, Ethel I.....Lafayette
Corbin, Ruth Ellyn.....Lafayette
Cordrey, Everett E.....Osage
Cordrey, Lucy Leona.....Osage
Cottrill, Nellie.....Andrew
Coupland, Gracia.....Johnson
Cowan, Martha.....Johnson
Cox, James A.....Vernon
Coyle, Grace G.....Johnson
Craig, Mary E.....Henry
Cramer, Wm. F.....Morgan
Crampton, Clyde M.....Johnson
Crampton, Lola.....Johnson
Creel, Myrl.....Johnson
Crenshaw, Anna.....Calloway
Crowley, Maude.....Ray
Crouch James Paul.....Lafayette
Cruce, Mary.....Johnson
Crum, C. L.....Maries
Crum, H. John.....Moniteau
Culbertson, Frances.....Audrain
Culp, Elizabeth A.....Johnson
Cummings, Anna.....Clinton

Curnutt, John.....Johnson
Danforth, Lillie.....Johnson
Daniel, Eva.....Jackson
Davenport, Artonia J.....Johnson
Davenport, John.....Johnson
Davidson, Flora.....Worth
Davidson, Grace.....Worth
Davidson, Geo. B.....Johnson
Davidson, Orville S.....(Okla.)
Davis, Bessie.....Johnson
Davis, Charles.....Johnson
Davis, Ethel.....Johnson
Davis, Everett.....Johnson
Davis Helen.....Cedar
Davis, Gertrude R.....Franklin
Dealy, Blanche E.....Cass
Dealy J. Ivy.....Cass
Deane, Martha Ruth.....Jackson
Decker, Dessie.....Cass
Decker, Fred.....Cass
Deeffenbaugh, Carl L.....Bates
Dehoney, John R.....Jackson
Denton, Pearl.....Johnson
Denton, Roy L.....Johnson
DeWitt, Ruby E.....Jackson
Dickson, Cyrus B.....Henry
Dickson, Harriet.....Johnson
Dickson, Josiah T.....Johnson
Dinwiddie, E. Claire.....(Iowa)
Doak, Blanche.....Johnson
Doggett, Jessie V.....Johnson
Donnelly, C. Helleen.....Johnson
Donnelly, Kathleen.....Johnson
Dooley, E. V.....Henry
Doolin, Georgia.....Johnson
Dorrance, Leamon.....Johnson
Dorrance, Nolan W.....Johnson
Dorsey, Alta.....Johnson
Douglas, Harry L.....Johnson
Douglas, Mabel K.....Johnson
Douglas, Mary A.....Johnson
Douglas, Mary E.....Saline
Dove, Bert E.....Cedar
Dove, Grace.....Cedar
Downing, Harry K.....Johnson
Downs, Gladys.....Pettis
Downs, Glee.....Pettis
Dryer, Helen I.....(Kentucky)
Duffendack, Ora S.....Benton
Dunham, Ella.....Moniteau
Eagan, Vera May.....Lafayette
Earle, Chas. K.....Barry
Easley, Lula.....(Oklahoma)
Easley, Ola.....(Oklahoma)

Easley, Walter S.....Jackson
Eastham, Catherine.....Johnson
Ebersole, Ethyl.....Johnson
Eddy, Mart.....(Oklahoma)
Elliott James H.....Moniteau
Elliott, Tina.....Howell
Elliott, Zulina May.....Johnson
Engel, Alice.....Johnson
English, A. Forest.....Johnson
English, W. W.....Johnson
Epley, Chester.....Bates
Esser, John L.....Cooper
Estes, Grace.....Johnson
Ewell, Gladys Golden.....Carroll
Ewing, Arthur W.....Vernon
Farner, Paul C.....Clay
Farnsworth. Flora.....Johnson
Farnsworth, Marie.....Johnson
Faulkner, J. L.....Johnson
Faulkner, Russell C.....Johnson
Feagans, Laura L.....Johnson
Fergus, Ruth J.....Johnson
Ferry, Hallie.....Vernon
Fickas, Gertrude.....Johnson
Files Hattie.....Johnson
Fishback, Carrie A.....Johnson
Fisher, Adelia.....Johnson
Fisher, Beulah C.....Johnson
Fisher, Eva L.....Pettis
Fisher, Mary L.....Johnson
Fitch, Fannie J.....Johnson
Forcade Ermile J.....Nodaway
Forsen, Logan.....Clinton
Foster. Lena B.....Cass
Foulds, Jewell.....Lafayette
Foust, Grace M.....Cass
Foutch, Mary S.....Atchison
Fowler, David W.....Cole
Fox, Amy.....Andrew
Fox, L. Glessner.....Vernon
Fristoe, Mabel.....Benton
Fuhr, Clara O.....St Charles
Fuhr, Laura Bertha.....St Charles
Fulkerson Ella.....Madison
Gamble, Elsie.....Moniteau
Garvey, Artilene M.....Johnson
Gastineau, Chas.....(Kansas)
Gentry, Bertie.....Johnhon
Gentry, Eva.....Johnson
George, C. E.....Clinton
Gibson, Gracia.....Johnson
Gibson, Mary A.....Johnson
Gilbert, Ruth.....Johnson
Gill, Flora V.....Callaway
Gillespie Hattie M.....Lafayette

Gillespie, Ida ..... Lafayette
Glazebrook, Roscoe ..... Johnson
Glover, O. S. ..... Johnson
Goellner, Lillian S. ..... St. Charles
Gowin, Grace B. ..... Johnson
Granam, Bessie ..... Johnson
Green, Geo. K. ..... Bates
Greenlee, Hazel R. ..... Cass
Greenwell, Mary Myrtle ..... Johnson
Griebel, Philip ..... Johnson
Griffey, Grace ..... Ray
Griffin, Eunice ..... Johnson
Griffin, Ruth ..... Johnson
Grinstead, Lawrence ..... Johnson
Groom, Anna Pearl ..... Henry
Groom, Emma ..... Henry
Groves, Lytle ..... Johnson
Gundrum, Vera ..... Cass
Guthrie Mary ..... Pettis
Hagburg, Mabel E. ..... Pettis
Hagerty, Kathryn M. ..... Lafayette
Halcomb, Cleo ..... Cass
Hall, John R. ..... Johnson
Hall, Lois Alta ..... Grundy
Hamilton, Mabel E. ..... Johnson
Hamisfar, Florence K. ..... Johnson
Hammock, Loduska ..... Harrison
Hammond, Hollingsworth ..... Platte
Handley, Florence Lee ..... Lafayette
Handy, Pauline ..... Clay
Hanie, Anna Pearl ..... Moniteau
Hanna, O'Lula ..... Caldwell
Harlow, Neta ..... Caldwell
Harnish, Cora ..... Cass
Harris, Hallie W. ..... Howard
Harris, J. Evanda ..... Johnson
Harris, Lela ..... Jackson
Harris, Maybelle ..... Pettis
Harris, Opal ..... Johnson
Harrison, Donald T. ..... Ray
Harsell, Leta Estelle ..... Clay
Harshaw, Stella C. ..... Bates
Hart, Clark ..... Bates
Hartman, Elizabeth ..... Cass
Harvey, Mary M. ..... Callaway
Harwood, C. G. ..... Lafayette
Hathaway, May ..... Johnson
Hawman, Grace M. ..... DeKalb
Hawman, Ida ..... DeKalb
Hayden, Ona ..... Hickory
Hayes, Alma ..... Cass
Haymaker, C. Lois ..... Johnson
Haymaker, J. Weleda ..... Johnson
Heathman, Nelle B. ..... Monroe
Heflin, Mayme ..... Johnson

Henderson, Rhoda.....Bates
Hendrix, Ethel B.....Ray
Henley, Effie.....Johnson
Henley, Sooth Ira.....Cole
Herlinger, Grace A.....Audrian
Herrell, Ethel.....Bates
Herring, Anice.....Johnson
Hershberger, Grace Lee.....Johnson
Hershberger, Nora.....Johnson
Hiatt, Lee Druna.....Johnson
Hickerson, Madge.....Montgomery
Hickman, Mary.....Johnson
Hickman, Neeta.....Hickory
Hill, Everett G.....Henry
Hill, Harry.....Bates
Hill, Lonnie B.....Johnson
Hillebrand, Fred H.....Henry
Hinton, Emily.....Johnson
Hinton, Iva Lee.....Johnson
Hockaday, Mattie.....Cass
Hodges, E. L.....Morgan
Holland, Helen M.....Johnson
Hollar, E. Cleveland.....Ray
Hollenbeck, Mary.....Pettis
Holloway, Chas. Blaine.....Johnson
Holloway, D. H.....Andrew
Holloway, Evelyn.....Johnson
Holloway, Garrett Blair.....Johnson
Holstin, W. A.....
Homan, Beynon.....Pettis
Honey, Olivia Lee.....Johnson
Hopper, Vernia.....Wright
Hornbuckle, Louise.....Johnson
Horsley, Clara.....Johnson
Horsley, George.....Johnson
Howard, Letha M.....Johnson
Howe, Erdice Mae.....Saline
Hudson, Audrey A.....Johnson
Hudson, Lela May.....Johnson
Hughes, M. Edna.....Clinton
Hughes, Mary F.....Johnson
Hull, Goldye.....Johnson
Humphrey, Bessie.....Bates
Humphrey, E. O.....
Humphreys, Pauline A.....Sullivan
Hunt, Irene.....Cass
Hunter, Bernice.....Johnson
Hunter, Bertha M.....Johnson
Hunter, O. Cecil.....Morgan
Hunter, Frances E.....Henry
Hunter, Ivanella.....Holt
Hunter, Raymond S.....Morgan
Hurt, Mary E.....Cooper
Ingham, Mary E.....Henry
Irvine, Nell.....Johnson
Irminger, Emma M.....Clay

Irwin, Anna.....Vernon
Ives, Mae.....Johnson
Ives, Maurice C.....Johnson
Ives, Roy.....Johnson
Jackson, Maybelle M.....Pettis
Jacobs, Florence.....Johnson
Jacobs, Eva May.....Johnson
James, Ella.....Cass
James, Guy E.....Maries
James. Hattie.....Johnson
Jaqua, Clara.....Johnson
Jerome, Nellie G.....Johnson
Johnson, Irene.....Johnson
Johnson, Margaret N.....Johnson
Johnson, Revo.....Morgan
Johnson, Wilma.....Johnson
Jones, Frances M.....Johnson
Jones, Jesse L.....Monroe
Jones, John S.....Johnson
Jones, Mary.....Pettis
Jones, Melvina.....Cooper
Jones, Nellie.....Nodaway
Jordan, Elsie.....Vernon
Joseph, Will A.....Barry
Kapfer, Irvin.....Scotland
Kelly, Emma.....Johnson
Kemp, Daisy B.....Pettis
Kemper, Hugh C.....Johnson
Kenagy, Ernest.....Johnson
Kerley, Traber.....Lafayette
Kerr, Mabel O.....Cass
Kessler, Jessie A.....Gentry
Kessler, Lena May.....Johnson
Kimes, Ida.....Henry
King, Mabel A.....Saline
King, Robert.....Johnson
Kinyon, Grover.....Henry
Kirk, Alice.....Johnson
Kirk Eugenia.....Clinton
Kuster, Jessie.....Jackson
Laffoon, C. M.....Cass
Laffoon, Leonard Drew.....Cass
Laffoon, Vernon.....Cass
Lake, Cora Alice.....Johnson
LaMar, Kate E.....Nodaway
Lancaster, Georgia.....Clay
Landel, Bernace.....Moniteau
Landel, Hazel.....Moniteau
Lankford, Margaret.....Lafayette
Lawrence, Harryvan.....Ripley
Laws, Silas.....Cooper
Leach, J. Archie.....Cooper
Leavy, Wm. L.....Jackson
Lemaster, Lottie.....Gentry
Lentz, Roscoe.....Johnson
Liddle, Bessie.....Johnson

Liggett, Gertrude.....Cass
Liggett, Homer J.....Cass
Linthicum Sicily.....Vernon
Littlefield, M. Nora.....Johnson
Lobban, Ethyl C.....Johnson
Lobban, L. Oletha.....Johnson
Longan, Ruth.....Pettis
Lowery, Ruth.....Johnson
Lowry, Katherine.....Jackson
Love, Ernest H.....Johnson
Loyd, Lafe.....(Kansas)
Luchsinger, Laura B.....Clinton
Ludwig, Mary M.....Saline
Lusby, Edna.....Johnson
Lutney, John A.....DeKalb
Lyles, L. M.....Moniteau
McAllister, Katherine.....Buchanan
McCann, Laura E.....Johnson
McCluney, Helen W.....Johnson
McConnell, Harry.....Clay
McConnell, Viola E.....(New Mexico)
McCormick, Mamie J.....Pettis
McCoy Georgia.....St. Charles
McCutcheon, Dedie.....Johnson
McDole, Nevada.....Phelps
McDole, Zona G.....Phelps
McFarland, Edna.....Johnson
McFarland, Winona.....Henry
McGill, Carrie.....Cass
McGill, Nellie May.....Cass
McGuire, Irene.....(Oklahoma)
McKeehan, Eula L.....Johnson
McKinley, Walter.....St. Clair
McKown, Lon.....Clinton
McMahan, George.....Johnson
McMillan, Chas.....Johnson
McMillan, Estella.....Johnson
McNair, Margaret.....Johnson
McPhail, Alberta.....Johnson
McPherson, Ora.....Jackson
McQuerry, Pansy.....Johnson
MacCurdy Oscar.....Johnson
Magee, L. Grace.....Harrison
Magee, Will Carlton.....Harrison
Magee, Robt. Marion.....Johnson
Mager, Clara.....Bates
Majors, Charley L.....St. Clair
Mann, Vesta Ethel.....Jackson
Marr, Dulcenia.....Clay
Marsh, Lelia.....Johnson
Marshall, Birchlyn.....Johnson
Martensen, Cora.....Morgan
Martin, Anna.....Vernon
Martin, Elmer.....Johnson
Martin, Mary L.....Johnson
Martin, Thos. J.....Platte

Masters, Myrtle Lee.....Saline
Mathieson, Berniece.....Carroll
Maxwell, Mark.....Johnson
Mayer, Fred.....Cass
Mayhew Mrs. Zeta.....Johnson
Meador, Fred A.....Barry
Medley, Gertrude.....Johnson
Medley, James W.....Johnson
Medlock, Lucy N.....Moniteau
Mellor, Bessie O.....Cooper
Meloy, Nelle.....Johnson
Metcalfe, Jennie.....Holt
Metcalf, Louis Edward.....St. Clair
Meyer, D. F.....Lafayette
Middleton, Mary L.....Henry
Miller, E. Pearl.....Johnson
Miller, John.....Johnson
Miller, Otto C.....Andrew
Miller, Glen.....Johnson
Miller, Lucile.....Johnson
Mills, Ann Laura.....Cass
Mills, Geo. B.....Cass
Mitchell, Ida.....Johnson
Mitchell, Willie Mae.....Polk
Mock Chas.....Johnson
Mohler, Flora.....Johnson
Mohler, Maurice.....Johnson
Moles, Fannye.....Johnson
Moles, Ruby I.....Miller
Moles, Ruth.....Johnson
Moles, Tom O.....Johnson
Moore, Kathleen.....Jackson
Moore, Mahala.....Cass
Moore, Robt. W.....Barton
Moore, Ruth.....Johnson
Morris, H. Harry.....Colwell
Morris, Bertha May.....Buchanan
Morrison, Jamie K.....Johnson
Morrow, Jay.....Johnson
Morse, Lucy A.....Henry
Morton, Lola.....Johnson
Morton, Russell.....Johnson
Morton, Wilfred.....Johnson
Moseley, Martine.....Shannon
Mott Albert.....Boone
Moyes, Forest E.....Caldwell
Munday, Bessie.....Johnson
Murphy, Alice.....Platte
Murphy, Monica.....Johnson
Murray, Eliza Agnes.....Morgan
Murray, Fannie.....Johnson
Murray, Lizzie.....Lafayette
Murray, M. Ruth.....Johnson
Murray, Orine.....Johnson
Murray, Grace M.....Harrison
Musser, Brycie.....Johnson

Nattinger, Mrs. Maude C.....Johnson
Nebel, Golden.....Montgomery
Neely, Grace I.....Johnson
Neely, Mildred Y.....Pettis
Neely, Myrtle.....Johnson
Neil, Allie.....Johnson
Neil, Fannie.....Johnson
Nelson, Dura N.....Pettis
Nelson Harrison.....Clinton
Norman, Fern.....Moniteau
Norman, Harry.....Johnson
North, Ruth A.....Carroll
Norton, Blanche E.....Johnson
Norvell, Arthur.....Johnson
Nuckols, Blanche.....Andrew
Nuckols, Ira F.....Andrew
Ogden, Arta.....Johnson
Ogden, Will.....Johnson
Ogden, Mary.....Johnson
Oglesby, Earleene.....Johnson
Orme, Mary Ella.....Johnson
Osborn, Cassea H.....Johnson
Osborne, Ethel,.....Johnson
Osborn, Jessie May.....Johnson
Osborne, Luvinia.....Johnson
Ozias, Ralph.....Johnson
O'Bryan, Delia.....Johnson
O'Bryan Edna.....Johnson
O'Dell, Cora.....Cass
O'Dell, Estelle.....Cass
O'Toole, Alice Maria.....Daviess
Page, Ira M.....Cooper
Painter, Cynthia.....Cass
Park, Edith.....Vernon
Park, Helen.....Bates
Park, Mattie.....Vernon
Park, Maxwell.....Bates
Parker Arthur R.....Johnson
Parrott, Eva.....Johnson
Parrott, Everett.....Johnson
Patterson, Eleanor.....Vernon
Payne, Homer T.....Callaway
Peak, Dea M.....Johnson
Pearce, B. Orrill.....Johnson
Pence, Ethel M.....Nodaway
Pendleton, Ellen Lenah.....Johnson
Pendleton, Mary J.....Johnson
Perkins Lura.....Caldwell
Peterman, Bina May.....Johnson
Peterman, Vesta.....Johnson
Peters, Robert.....Johnson
Petersen, Ellen.....Johnson
Petersen, Minnie.....Johnson
Pettus, Gayle.....(Oklahoma)
Pfeiffer, Emeil C.....Cooper
Pfost, Lester R.....Henry

Phelps, Lorene.....(Arkansas)
Phillips, Edith K.....Johnson
Phillips, Fay.....Henry
Phillips, Julia M.....Randolph
Pierce, Hope.....Henry
Pilcher, Ada.....Johnson
Pilcher, Delia.....Johnson
Pitts, Essie.....Hickory
Pitts, Harry.....Hickory
Pope, Nathan K.....Hickory
Porter, Eula D.....Clinton
Porter R. Etnel.....Saline
Porter, Florence T.....Clinton
Porter, Florence B.....Clinton
Potter, Carl Allen.....Carroll
Powell, Mayme.....Cass
Power, Leonard.....Jasper
Prosser, Harriet.....Vernon
Pulliam, Emma.....Cass
Purchase, Nellie.....Pettis
Purcell, Frances.....Montgomery
Quick, Lawrence.....Johnson
Rages, Wesley.....Morgan
Raines, Irvin L.....Clay
Ramsey, Ruth.....Johnson
Randall, Myrtle.....Bates
Rankin, Eltah.....Johnson
Rathford, Everett B.....Johnson
Reavis, Bertha.....Cooper
Reed, George H.....Pettis
Reynolds, Annie B.....Henry
Rice Dayton.....Bates
Richards, Florence I.....Saline
Riddell, L. Lloyd.....Chariton
Riddell, Luther C.....Chariton
Riddle, Mary.....Johnson
Riggins, Minnie E.....Saline
Riggs, Bessie.....Ray
Riggs, Grace.....Johnson
Ringo, Jennie A.....Johnson
Rissler, Elbert F.....Pettis
Ritter, Hattie M.....Johnson
Roberts, Agnes C.....Johnson
Roberts, L. Adda.....Johnson
Roberts, Gertrude Amy.....Johnson
Roberts, Mary May.....Miller
Robertson, Alice.....Johnson
Robinson, Emma.....Johnson
Robinson, Georgia.....Johnson
Robinson, Kenneth N.....Johnson
Robinson, Louise.....Johnson
Robinson Mary.....Johnson
Robinson, Mary E.....Johnson
Robinson, Wm. E.....Clinton
Roe, Leala E.....Laclede
Rogers, Dora.....Bates

Rolstin, Louise V.....Benton
Rose, Lora O.....Carroll
Roselle, Vesta.....Clay
Roush, Jessie.....Cass
Rowland, Clara.....Johnson
Rowland, Cynthia.....Johnson
Rozelle, Bertha K.....Holt
Rudy, Ruth.....Pettis
Russell, Elsie.....Caldwell
Russell, Frank B.....Johnson
Russell, Pearl.....Caldwell
Rutherford, Mary E.....Dade
Sabens, Webb.....Cass
Sampsel, Ruth A.....Johnson
Samuel, Ada.....Johnson
Sanders Nora Neal.....Cass
Satterfield, Bertha.....Johnson
Schloss, Jeanette.....Jackson
Schmitt, Blanche M.....St. Clair
Schnabel, H. Irven.....Benton
Schooling, Lucien L.....(Oklahoma)
Schweer, Mabel.....Johnson
Scott, Dixie.....Pettis
Scruggs, Czerna.....Johnson
Seaton, Ernest.....Johnson
Seawell, Miriam.....Johnson
Semple, Katherine.....Cedar
Semple, Viola Verna.....Johnson
Seward, Ralph.....Ray
Sexton, Jewell C.....Ray
Sexton, Pauline.....Ray
Shackelford, Majorie.....Howard
Shackelford, Mary.....Cooper
Shadwick, Duane.....(California)
Shaff, Amy.....Macon
Shelton Flossie.....Barton
Shelton, Ollie J.....Caldwell
Sherrick, E. H.....
Shipp, Vinnie M.....Johnson
Shirley, Rheuban.....St. Clair
Short, George Verne.....Johnson
Shouse, Hettie C.....Cedar
Siebert, Vera.....Moniteau
Sieker, Henry.....Gasconade
Simes, Louise.....Henry
Slade, Mattie.....Bates
Sloan, May.....Johnson
Slinn, Edna May.....Callaway
Smiley, Maggie.....Johnson
Smith, Bertha.....Johnson
Smith, Clyde.....Johnson
Smith, Ina.....Bates
Smith, Laura M.....Cooper
Smith, Leslie.....Johnson
Smith, Lizzie L.....Saline
Smith, Maggie.....Moniteau

Smith, Marion Robert.....Holt
Smith, Wendell Lee.....Ray
Smith, W. Y.....Johnson
Snare, Cora.....Johnson
Snoddy, Mary B.....Johnson
Snoddy, David Bard.....Johnson
Sodeman, Nannie.....Platte
Sodeman, Susan.....Platte
Sollars, Effie.....Johnson
Spencer, Maude.....Jackson
Spicer, Ruth.....Jackson
Spiess, Isabel.....Johnson
Spooner, Margaret.....(Oklahoma)
Sprinkle, Oenita.....Cass
Spragg, Frances M.....Harrison
Squire, Ethel M.....Lafayette
Stacy, John P.....Johnson
Stahl, Fred A.....Cass
Stark Madge.....Johnson
Starr, Clara.....Vernon
Steele, Edna G.....Johnson
Steeby, Geo.....Andrew
Steiner, Verdie.....Atcheson
Stevenson, Claire.....Moniteau
Stites, Katherine P.....Cooper
Stockton, Ina.....Morgan
Story, Bertha.....Johnson
Stosberg, F. W.....Lafayette
Stratton, Anna.....
Strickland, Sylvia E.....Johnson
Strode, Joseph E.....Lafayette
Strode, Paschal.....Jackson
Suddath, J. Louzetta.....Johnson
Suddath, Margaret.....Johnson
Sullivan, Raymond.....Johnson
Surber, Albert T.....Johnson
Swope, Maude E.....Saline
Tabor, Bess M.....Ray
Tabor Miss Jimmie.....Johnson
Tabor, Lula.....Johnson
Taggart, Ira C.....Johnson
Talbott, Mason Ella.....Lafayette
Tanner, H. Garfield.....Johnson
Taul, Lula.....Johnson
Taylor, Anna.....Vernon
Taylor, Jack.....Johnson
Teener, Mary E.....Pettis
Terrell, Susie.....Cass
Terrell, Winnie.....Cass
Tevis, Thurman M.....Pettis
Thomas, Cecil.....Buchanan
Thomas, Harry.....Buchanan
Thompson, Florence A.....Johnson
Thompson, Harrison D.....Miller
Thompson, Mary E.....Buchanan
Thornburg, Leona.....Cass

Thurber, Patti.....Johnson
Tilton, Jennie.....(Kansas)
Todd Nellie E.....Johnson
Tompkins, Frank C.....Benton
Trail, Nellie M.....Franklin
Trotter, Martha L.....Johnson
Turnbull, Marguerite.....Franklin
Turk, Margaret.....Henry
Turner, Emil Lee.....Cooper
Tuttle, Ruth A.....Johnson
Tyler, E. E.....Johnson
Upton, Georgia.....Pettis
Vance, Emma.....Jackson
Vanmeter, Earle.....Johnson
Venable, Lee.....Johnson
Wagner, Myrtle.....Johnson
Wagner, Myrtle Lee.....Lafayette
Walden, Creston.....Cedar
Walker, Charlotte R.....Clay
Walker, Mary F.....Buchanan
Walkup Lydia.....Henry
Walsh, Catherine.....Carroll
Warnick, Raymond N.....Johnson
Warren, Virginia E.....Johnson
Warrick, Glade.....DeKalb
Warrick Ray E.....DeKalb
Warriner, Mabel F.....Jackson
Watts, C. F.....Howard
Wattenberg, J. E.....Franklin
Wayland, Belle M.....Howard
Webb, Ona Grace.....Jackson
Webb, Roy L.....Cass
Weidenr. Leota.....Johnson
Welch, Floyd.....Johnson
Welch, Oscar L.....(Oklahoma)
Weller, Wm. H.....Pettis
Wells, Alice E.....Johnson
White, Alpha.....Henry
White, Elmer H.....Lafayette
Whitescarver, Clara M.....(Texas)
Whitsett Anna F.....Lafayette
Wieneke, Josephine.....Moniteau
Wilcox, Olive.....Henry
Wilcox, Orrin R.....Johnson
Wilcoxon, Wm. J.....Johnson
Wild, Ursula M.....Jackson
Wiley Bruce.....Johnson
Wilhite, Maude.....Johnson
Wilkerson, Chas. Otto.....Pettis
Wilkinson, Jennie.....Lafayette
Williams, M. Delia.....Johnson
Williams, Maude.....—Johnson
Wilson, Ethel.....Saline
Wilson, Katherine.....Lafayette
Wilson, Anna Maxine.....Platte
Wilson, M. Olive.....Johnson

Wilson, Natlie.....Johnson
Wilson, Sue.....Miller
Wilt, Stella Mae.....Cass
Winders, Effie May.....Johnson
Witt, Hazel I.....Harrison
Witte, Otis B.....Jackson
Wolfe, Dora.....Johnson
Wolfe. Flora.....Johnson
Wolfskill, Lacy I.....Jhonson
Wood, Hazel.....Vernon
Wood Virgil E.....Texas
Woods, George.....Monroe
Woods, Miss Lee.....Clay
Woods, Lellie.....St. Charles
Woody, Anna.....Bates
Worley, Julia.....Lafayette
Wright, Frank C.....Bates
Wright, Willie.....Buchanan
Yates, Emmett.....Johnson
Younger, Mabel.....Vernon
Youngburg, Harry E.....Bates
Youngs, Geneva.....Johnson
Zimmerman, Adeline.....Johnson
Zion, Eva.....Johnson

ENROLLMENT FOR THE YEAR.
June 3rd, 1909, to May 31, 1910.

Number of students attending Summer School	948
Number of students attending in regular session	916
Total	1,854
Number counted twice (deducted)	215
Net total	1,649
Number of pupils in Training School	
Total number in the institution	1,854

MISCELLANEOUS STATISTICS.
Scholastic Year, 1909-1910.

Number of students from Missouri	1,607
Number from other states or territories	42
Number of teachers in the above enrollment	771
Number who are self-dependent	871
Number representing the occupation of farming	778
Number representing all other occupations	504
Number with occupations not given	367
Number of Missouri counties represented	79
Number of Diplomas issued in the year	231
Number of bachelor of arts diplomas issued in the year	1
Number of master's diplomas issued in the year	2
Number of certificates issued in the year	243
Whole number of diplomas issued since the organization	1,960
Whole number of certificates issued since the organization	2,939

INDEX

Accredited Work....44
Admission, Committee on....14, 15

Certification and Graduation....45, 47
Chemistry....70, 72
Christian Associations....32
Classification, Committee on....14, 15
Clubs....34
Commercial Department....94, 100
Committees, Faculty....14
Courses of Study....52, 54
Credit for Physical Work....123
Debate, Committee on....14, 16
Degrees....46
Departments and Courses....55, 124
Diploma....46, 47
Discipline....25
Discipline Committee....14
Domestic Art....105
Drawing....102, 104
Duties and Powers of Committees....15, 17
Economics....72, 73
Elocution, see Expression....101, 102
English, Language and Literature....74, 77
Entrance Requirements....43, 45
Equipment....25
Ethics....59
Expenses....47
Expression....101, 102
Faculty....5, 13
Faculty Committees....14
Fees....47

ENROLLMENT FOR THE YEAR.
June 3rd, 1909, to May 31, 1910.

Number of students attending Summer School	948
Number of students attending in regular session	916
Total	1,864
Number counted twice (deducted)	215
Net total	1,649
Number of pupils in Training School	305
Total number in the institution	1,954

MISCELLANEOUS STATISTICS.
Scholastic Year, 1909-1910.

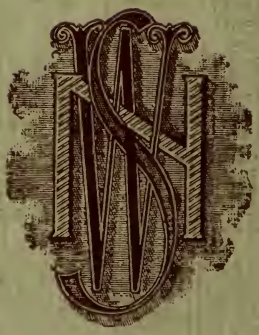
Number of students from Missouri	1,607
Number from other states or territories	42
Number of teachers in the above enrollment	771
Number who are self-dependent	871
Number representing the occupation of farming	778
Number representing all other occupations	504
Number with occupations not given	367
Number of Missouri counties represented	79
Number of Diplomas issued in the year	131
Number of bachelor of arts diplomas issued in the year	1
Number of master's diplomas issued in the year	2
Number of certificates issued in the year	243
Whole number of diplomas issued since the organization	1,960
Whole number of certificates issued since the organization	2,939

INDEX

Accredited Work....44
Admission, Committee on....14, 15
Admission, Conditions of....43
Advanced Standing, Committee on....14 15
Agriculture....65, 68
Alumni Association....37, 38
Athletic Association....33
Athletics....119
Athletics, Committee on....14
Biology....68, 69
Board and Rooms....48
Buildings....20
Calendar, 1909-1910....4
Certificates....45
Certification and Graduation....45, 47
Chemistry....70, 72
Christian Associations....32
Classification, Committee on....14, 15
Clubs....34
Commercial Department....94, 100
Committees, Faculty....14
Courses of Study....52, 54
Credit for Physical Work....123
Debate, Committee on....14, 16
Degrees....46
Departments and Courses....55, 124
Diploma....46, 47
Discipline....25
Discipline Committee....14
Domestic Art....105
Drawing....102, 104
Duties and Powers of Committees....15, 17
Economics....72, 73
Elocution, see Expression....101, 102
English, Language and Literature....74, 77
Entrance Requirements....43, 45
Equipment....25
Ethics....59
Expenses....47
Expression....101, 102
Faculty....5, 13
Faculty Committees....14
Fees....47

French ... .77, 78
General Suggestions....50
Geography 66
German....79, 80
Government of School....24, 25
Graduation, Committtee on. 14, 15
Greek 87
Gymnasium Uniforms....124
Gymnastics, see Physical Education....118
History Department....80, 84
History of Education....58
History of the School....18, 20
Household Arts....105, 107
How to Enter School....49
Kindergarten Course....61, 64
Inter-High School Latin Contest....39, 40
Inter-High School Declamatory Contest....40
Inter-High School Track Meet....40, 41
Laboratories 29
Latin....84, 86
Lecture Course....39
Lecture Course, Committee on.... 14, 16
Library 25, 27
Location of School....21, 22
Manual Training....107, 112
Mathematics....88, 91
Miscellaneous Information 39, 43
Music 112, 117
Pedagogy....56, 59
Physical Education for Men....117, 120
Physical Education for Women....120, 124
Physics....91, 93
Physiography....67, 68
Physiology and Hygiene....71
Psychology 55
Purpose of School 24
Recommendations, Committee on....14, 17
Record Card....51
Regents, Board of.... 5
Register of Students....125, 159
Register of Students, Summer Term 1909.125 ,142
Special and Technical Departments..30, 31, 94, 124
Student Organizations....31, 37
Scholarships....41, 42
Student Aid Fund....42
School Publications....43
Summary and Statistics....160
Text Books....48
Theory of Physical Education....122
Training School....59, 64

3 0112 105859554



THE STAR, WARRENSBURG, MO.